



Faculty Senate

**MINUTES OF THE REGULAR FACULTY SENATE MEETING
HELD ON DECEMBER 13, 2019
AT 1957 E STREET NW/STATE ROOM**

Present: President LeBlanc, Provost Blake, and Parliamentarian Charnovitz; Deans Goldman, Lach, and Mehrotra; Interim Deans Bracey and Wahlbeck; University Librarian Henry; Executive Committee Chair Marotta-Walters; Registrar Amundson; Professors Agnew, Brown, Cordes, Costello, Cottrol, Dugan, Eleftherianos, Gupta, Gutman, Harrington, Hill, Johnson, Khilji, Markus, McHugh, Mylonas, Orti, Perry, Rain, Rao, Roddis, Sarkar, Schwartz, Sidawy, Swaine, Tekleselassie, Wagner, Wilson, Wirtz, Yezer, and Zara.

Absent: Deans Akman, Brigety, Feuer, and Jeffries; Interim Dean Deering; Professors Briscoe, Lewis, Pintz, Rehman, Schumann, Subiaul, Tielsch, and Vonortas.

CALL TO ORDER

The meeting was called to order at 2:13p.m.

APPROVAL OF THE MINUTES

The minutes of the November 8, 2019, Faculty Senate meeting were approved unanimously with one correction: on page 12, line 6, the word “ten” was deleted.

REPORT: Initiatives to Reduce Undergraduate Enrollment and Increase STEM Majors (Thomas LeBlanc, President)

Note: a video of President LeBlanc's presentation may be found at <https://vimeo.com/379364341/57a711e5de>.

President LeBlanc spoke from the attached slides and spoke, per the Senate's request in Resolution 20/3, about the background data used by the Board of Trustees leading to their decision to reduce the undergraduate on-campus residential population by 20% and increase the percentage of STEM majors to 30% over the next five years. He began by noting that, in 2017, the Board formed a task force on the undergraduate student experience. The task force worked for a year, meeting with students as well as numerous institutions on campus related to the student experience. The task force identified a number of opportunities where GW could improve the student experience,

primarily around community, academics, services, and facilities. This task force's findings informed some of the work done on the President's student experience initiative upon his arrival.

In 2018, the Board formed the Committee on Strategic Enrollment; this committee spent a year studying how the university operates its enrollment procedures. The primary focus was undergraduate enrollment, but the committee did look at graduate enrollment as well; the latter is a much more decentralized process than the former. Presentations to the committee were led by Provost Maltzman and Senior Associate Provost for Enrollment Management Laurie Koehler. The committee consulted with various GW offices as well as outside experts, and studied hundreds of pages of data and reports. On the basis of this analysis, the committee recommended a reduction in the undergraduate enrollment of 20% and an increase in STEM majors to a 30% share. The attached slides summarize the external and internal data reviewed by the committee. The external data reviewed are all publicly available and provide good predictive information about future student demographics. The President noted that the Chronicle of Higher Education has been reporting on a looming enrollment crisis, and this reporting helped inform the committee's research. The committee also reviewed reports on international education, as well as tuition discounting studies. They reviewed some comparative data between GW and both aspirational and peer private universities, and they brought outside experts to the annual Board retreat to discuss these issues. The President noted that it is not possible for him to share every page of data reviewed by the committee due to sheer volume; instead, he extracted the aspects he determined to be the most germane to the decisions that were made.

The committee also reviewed a great deal of internal data, much of which is shared with the university community each fall in the Provost's enrollment report. This includes data about the current entering first-year class as well as data about how the enrollment funnel works from applicant pool to final first-year class. The committee reviewed application trends at GW over the past five years as well as enrollment demographics and retention data. Student survey data were also reviewed, including admitted student surveys, the Connections survey (assessing how well students feel they are connecting with GW), and the withdrawal survey (assessing why students leave the university prior to completing a degree program). The committee also reviewed a number of simulations by Provost Maltzman that help explain how enrollment works; it is an optimization problem over a series of variables with a set of enrollment goals. The model is updated each year based on experience to smooth effects over time. This extensive review gave the trustees an appreciation for how complicated enrollment management is; it begins with an understanding of what the university is trying to accomplish, and the Board wanted to understand how the university translates strategic enrollment goals into specific annual implementations to produce a student body.

The President shared a few representative examples of data reviewed that ultimately led the Board to make its decisions about enrollment numbers; these specifics are in the attached slides and reference projected enrollment declines and the geographical variations in these projections as well as data on GW's on-campus residential undergraduate enrollment showing growth of 14% over the past four years. There were several reasons for this growth, three of which were primary drivers: 1) the acquisition of the Corcoran (and its students); 2) improved graduation and retention rates mean that, without slowed input, the university has a larger overall population; and 3) the decision to increase undergraduate tuition revenue to offset a 2012-2014 decline in graduate tuition revenue, which was not reversed when graduate enrollments rebounded. When the university arrived at its approximately 10,500 on-campus, residential undergraduate population, it was operating essentially at the limit of the cap imposed by the District of Columbia for this population. The cap is a complicated formula

that applies to both undergraduate and graduate students. (A residency requirement solely referring to undergraduate students is separate from the head-count cap.) This translates to, for example, less discretion on a department's part to be able to grow a graduate program as it might like due to cap constraints. Therefore, the ultimate decision is not whether or not to reduce enrollment but by how much; there isn't room for more growth in this population.

The committee also reviewed some comparative data; the President's slides reference data on STEM degrees awarded by peer and aspirational universities that show GW awards the second-fewest number of STEM degrees in this group. The data presented were taken in 2016-2017 and represented significant growth in GW's STEM population over the preceding ten years. This was organic growth that did not have at its core a strategic plan specifically targeting STEM growth. The opening of the Science & Engineering Hall helped by making it easier to recruit STEM students, but it is not the sole explanation for GW's growth in this area.

Many models were then shared with the trustees to help them understand how the enrollment process works; it is very interesting to consider how GW moves from over 27,000 applications from all over the world and a variety of backgrounds to a first-year class that meets the university's predefined goals around academic quality, diversity, and other factors. This is especially challenging when considering that GW's yield is less than 25%; the university admits a great deal of uncertainty into the system and hoping that data and prior experience will allow estimates of what will actually happen when students make their enrollment decisions. The critical variables in this analysis in any given year include things such as the desired number of first-year students and desired diversity levels.

Numerous models were shared with the trustees to demonstrate the boundaries of the optimization function of this problem. Assumptions are built into models based on current data on the applicant pool and yield as these are the best data available to the university. As an example, one model looks at the applicant pool to try and maximize STEM interest in the first-year class; running this model demonstrates that GW couldn't enroll a first-year class with more than 45% STEM even if it wanted to. Another model looked at how to sustain revenue while decreasing the size of the first-year class. This is achievable by admitting more wealthy students, but this has consequences for diversity, STEM, and other factors important to GW. These models helped demonstrate for the trustees the trade-offs that necessarily take place during this process to achieve GW's enrollment goals.

Two key facts were considered: first, admissions is a gradual process, and a university cannot change its profile overnight. The models presented to the trustees were important in demonstrating the magnitude, trade-offs, and limits of decisions during the admissions process. Unfortunately, the models have been interpreted in a different context, as if they were a proposal for what GW should do next year. The President noted that none of the models was a proposal in this vein, as admission changes must be gradual lest the institution risk its yield models falling apart. He noted that these models were intended to explore the edges of the optimization space and not be a model for admissions in the coming year.

The Board, exercising its fiduciary responsibility to maintain the financial health of the institution, reviewed different enrollment reduction levels for their financial impact; the impacts considered are in the attached slides. After doing so, and after thoroughly reviewing the data and models discussion above, the Board determined that a 20% reduction over five years would properly balance the goals

of enhancing the student experience, responding to projected demographic changes, and appropriately managing the financial impact of an enrollment reduction.

The President next described what he thinks this decision means for GW's first-year model (with the understanding that the full change would be implemented over five years). This model is preliminary as the administration continues to work with the enrollment and finance teams as well as the strategic planning committee on undergraduate education. The working model for next fall's first-year class—the first year in a five-year strategy—is included in the attached slides and would translate to a total on-campus, residential undergraduate enrollment of 10,100, including a first-year class of 2,550 that is made up of 2,250 regular fall students and 300 transfer students. The President noted that it is important to avoid big jumps in first-year class size from year to year; this is why the reduction in the regular fall admits is smoothed by an increase in transfer admits, who do not attend for a full four years. In addition, the model commits to maintaining a 22.9% underrepresented minority rate and targets a 26% STEM rate (an increase of 3.5% from Fall 2019). This adjustment would have an estimated financial impact of less than \$3 million; this estimate builds in the university's planned projects and expenses (e.g., the renovation of Thurston Hall). The President noted that this is a very modest impact in light of the university's total budget. In future years, the impact will be larger, but smoothing the impact in the first year reduces the budgetary difference. It is likely that the second year of the plan will see a financial impact of closer to \$12-16million.

The President closed his remarks by reiterating that enrollment management is complicated and that changes over time should always be gradual. Under Provost Blake's leadership, a committee of deans and faculty will translate goals into "how-to"s and provide recommendations to the High Quality Undergraduate Education strategic planning committee on how to achieve these goals. Input is still invited into all the strategic planning committees, which will provide their initial reports on January 24, 2020.

Professor Yezer noted that there are two outputs of the planning process that would be of great importance. The first is the distribution of students by their ACRK number (this academic ranking of applicants rates the most desirable students as "1"s through "7"s) and how this plan might impact that distribution. The second area relates to rankings such as U.S. News, where GW has recently slipped, particularly as compared to its neighboring DC institutions. He noted that improvement in the rankings would be an important outcome and wondered whether projections can be made with regard to rankings changes, as a result of the plan. President LeBlanc responded that the intention is that academic ranking does not deteriorate under the proposed model. With regard to rankings, the President responded that this excellent question should be embedded in the discussions of how the plan will be implemented. He noted that one major change in the US News rankings is the introduction of Pell-eligible students as a very significant weight in the rankings equation—both in terms of students brought in who are Pell-eligible as well as how successful a university is at graduating those students. When this change took place, a number of private institutions dropped in rank, while a number of public institutions increased. He noted that it used to be more straightforward for an institution to decide to pay to move up in the rankings by making particular moves (e.g., merit scholarships in the face of higher SAT scores being valued). He noted that a specific target has not yet been set in the proposed model for Pell-eligible students, but this is a significant piece of the rankings puzzle.

Professor Wirtz thanked the President for this presentation, noting that this is the first real grip the Senate has gotten on the exact numbers around the current plan, and it is exactly what the Senate

has been seeking. He noted that a critical element of the success of the plan will be the quality of individuals coming to GW. This has traditionally been measured using the ACRK rating, which is a complex, well validated ranking that does a good job of predicting how students will perform academically when they come to GW. Holding ACRK constant becomes very important should the university consider admitting more full-paying students who may draw down the quality of the admitted pool in the interest of offsetting tuition revenue losses under the model. The President clarified that the target under this probabilistic model holds ACRK constant.

Professor Wirtz noted that the President's presentation did not discuss the discount rate. While appreciating very much that diversity will not slip under this model, he noted that diversity and discount rates are intrinsically linked, as is academic quality; he asked whether the university intends to hold the discount rate at current levels. The President responded that the discount rate is currently at 42.3% (less than the projected rate of 44% set last year). He noted that the university manages to net tuition revenue, not to the discount rate. The reality is that the discount rate is a complicated function of a number of populations. He noted that, under the fixed tuition policy, the lowest discount rate is the first-year student rate and that the discount rate rises as students progress; this translates to the fact that lowering the overall discount rate by one point means lowering first-year students' discount rate by four points. Under this environment, it was almost impossible to manage to reduce the discount rate; ending the fixed tuition policy creates an opportunity to reduce the discount rate. One of the things that will happen over the next five years is that, over time, the highest discount rate will be in the first-year class, with gradual declines in subsequent classes. As GW moves to this world, it needs to change how it thinks about discount rates. It is important to consider that transfer and international students generally have lower discount rates. The President stated that the university doesn't plan to hold the discount rate constant and in fact shouldn't have to do so, given that GW now has a tool to help move it (without, for example, creating a disproportionate impact on underrepresented minorities). He imagined a one-point decline in the discount rate per year over the next four years is possible, with the understanding that this will have trade-offs. Professor Wirtz asked whether the one-point decline applied specifically to freshmen, or was averaged across all four classes. President LeBlanc replied that 41% was the targeted average across four years. Professor Wirtz noted that in order to obtain a one-point drop in the four-year average, it would be necessary to reduce the first-year discount rate to 37%. The President responded that smoothing over five years (admitting more transfer students, for example) will help guard against a first-year discount rate that low. Professor Wirtz cautioned the President in this area, recalling a presentation from Vice Provost Koehler in 2016 demonstrating that dropping the discount rate has an impact on a wide variety of metrics.

Professor Wirtz asked whether the President has any comment on the number, quality, and diversity of the first early decision admits. He also asked whether the \$64 million budget gap is actually closer to \$80 million, given that it doesn't account for the expected drop in residency revenue. President LeBlanc responded that the \$64 million figure refers to a tuition revenue gap. The model under consideration wraps in the residence revenue numbers, and that the total revenue reduction is estimated to be \$76 million. He noted that there are still decisions to be made about the residence halls. Thurston will be taken offline either way, removing a significant piece of housing income. He also noted the university is working on correcting the dramatic swings in housing rates over five years. To do so, the university plans to move from seventeen price tiers in housing to five, smoothing the discontinuity between the first-year and upper classes. Lower student enrollments and fewer available beds in a renovated Thurston Hall are all included in the proposed model. He

noted that the university is too complicated to look at financial impacts based on one fixed change; the numbers being shared encapsulate everything the institution intends to do.

Professor Mylonas noted that he is happy to see that the university is already at 23.5% STEM and asked whether this number is based on the Department of Homeland Security (DHS) definition of STEM. The President responded that it is, but he clarified where this number comes from, noting that a student applying on the Common App can select an intended major. Those majors either fall into the STEM definition or not. This year's first-year student class showed 23.5% intending a STEM major. However, admissions is not a stable predictor of graduation: some students never graduate, some move out of STEM, and some move in. Of the most recent graduates (May 2019), approximately, 10% of students who came to GW not intending a STEM major actually completed a STEM major; as the majority of GW students come to the university to study something other than STEM, this represents a large group. Sixty percent of students who indicated they would complete a STEM major actually did so. Of the final STEM majors, 40% didn't come to GW to do STEM, and 60% did. Within STEM, the most accurate predictor at the time of admissions is an interest in engineering; 75% of students who say they want to study engineering actually complete an engineering degree. This is a challenge for admissions as the university thinks about how to implement its plan to increase the portion of STEM majors.

Professor Mylonas followed up by asking how financial decisions will be made to mitigate the financial impact of the plan over the next several years—either at a central level or at the deans' level. He noted that the Senate, for one, is not responsible for the deans' accountability for ensuring that intended adjustments can be made in a way that is healthy for the schools. The President noted that the administration is having conversations about the fundamental financial model with the deans, who have expressed concerns about the model as it exists. The administration is talking with the deans about changes that would move the financial model in a direction they are more comfortable with, providing a greater understanding of the schools' resource bases and the connection between the schools' efforts and that base. He also noted that he takes responsibility for a significant piece of this financial need coming out of the central administration, stating he believes the schools can be served better at a lesser cost than is currently being charged to the schools. He stressed that no dean has received a message that they need to cover the cost of the gap created by this plan. Eventually, however, the deans and schools need to be involved; he anticipates that this will be much less dramatic than people fear. Under a credit hour relationship, there will necessarily be an impact from lower undergraduate enrollments. However, one of the items under discussion with the deans is changing the tax on graduate revenue from gross to net (while holding the tax rate constant), which provides a windfall for the schools. This doesn't mean the schools aren't charged for anything else; this is a shared responsibility between the schools and the administration, with the administration taking significant responsibility for its share.

Professor Cordes noted that, ultimately, the university still has to hit an aggregate target at the end of five years. It will be important to continuously adjust individual targets depending on what is actually achieved each year. The first year is very incremental, and managing to this initial change in the context of the full five years may not be easy. The President reiterated what Board Chair Speights has said both in the Senate and in strategic planning meetings: the Board and administration understand that this is a year-by-year process. Strategic goals have been set out for five years, but there has been no specific instruction with regard to how to attain those goals with the understanding that this is a bit of a zig-zag process. The process has to be adjusted each year based on what has occurred the year prior. All of the modeling is based on certain assumptions around the

applicant pool looking as it did the previous year. The President expressed his hope that the applicant pool five years from now will look very different from last year's pool, but, next year, it will likely look very similar.

Professor Dugan spoke in her capacity as chair of the Senate Libraries Committee. She noted that, in 2016, budget reductions were achieved through cuts to the library system, including to staff positions; the libraries are now operating under compounding shortfalls. As the university shifts toward STEM, libraries will require more investment, not less. She asked where the pending reductions leave the libraries in terms of supporting strategic plan-related endeavors and noted her concern that the necessary resource scaffolding is not in place for the libraries to support the strategic plan. President LeBlanc responded that he is sensitive to the fact that the libraries absorbed losses under the previous plan. He noted that no program has yet seen additional investment while the strategic planning process is underway, but he noted that the annual budget planning process, including setting priorities, is still ongoing, and there is an avenue within that process for the libraries to express their needs.

Having concluded his presentation and the Q&A session, the President introduced and welcomed John Lach, the new Dean of the School of Engineering and Applied Science (SEAS), in attendance at today's meeting. Dean Lach comes to GW from the University of Virginia and has ramped up quickly, holding a faculty retreat recently centered on thinking strategically about the school's research mission.

REPORT: GW Milken Institute School of Public Health Update and Strategic Directions (Lynn Goldman, Dean)

Dean Goldman noted that her last update on the Senate about the (now) Milken Institute School of Public Health (GWSPH) was eleven years ago. The school's new mission and vision are included in the attached slides. Largely, GWSPH is a professional school whose students will be practicing public health in communities across the globe. GWSPH is currently working to bring its values into alignment with the university's values, but she noted these are fairly similar in many regards.

GWSPH now has seven academic departments, and the campus footprint has changed a great deal since the last update to the Senate. In addition to the new building at 950 New Hampshire Avenue, GWSPH inhabits the seventh floor of the Science & Engineering Hall. The Biostatistics Center is in Rockville, MD, and the Computational Biology Institute has a small footprint at the Virginia Science and Technology Campus (VSTC). Dean Goldman noted that the school has made a lot of progress, notably the \$80 million Redstone and Milken gift several years ago. In addition, the school's rankings have improved considerably, standing at #12 of a field of about 200 programs in the US News rankings.

Educationally, she noted that GWSPH has several new programs, outlined in the attached slides. She highlighted the school's new PhD programs and its ability to draw strong faculty who are generating a lot of new research, allowing the school to support PhD students. The school is closely attentive to the quality of its students, particularly working to achieve parity between on-campus and online student quality. The growth in the student body has been considerable, due in large part to the growth of online program offerings.

Dean Goldman noted that the school has advanced quite a bit in its research agenda and highlighted the study on deaths related to Hurricane Maria, which received a great deal of media attention. However, she noted, there are many other items to highlight, including laboratory construction, bringing the Biostatistics Center into GWSPH, being a part of the Cancer Center (the Population Science and Policy component), a genomics core in the Science & Engineering Hall, and an insectary where research is being conducted on viruses and vaccines. She noted that an important component of the school today is its institutes and centers, which bring faculty together both within the school and, more recently, across the university more broadly.

The school's revenue trends have been outstanding, supporting not only GWSPH but the broader GW research entity. Dean Goldman noted that the GWSPH budget was essentially a clone of the School of Medicine and Health Sciences (SMHS) when it separated from SMHS administratively. Like SMHS, GWSPH can transparently see all of its revenues and expenses and has excellent clarity into how the school is operating.

Professor Wirtz noted that GWSPH's 2U association is novel, compared to other GW schools, with regard to online education and asked the Dean for her reflections on GWSPH's experience with the 2U model of education and whether she thinks it is worthy of generalization to the university as a whole. Dean Goldman responded that she would not try to generalize this model to every program, noting that what she found with the 2U model is that GWSPH did not achieve a margin until they reached a certain critical mass of students and that the way the program curriculum is structured is very involved with whether a school can make a margin; an additional judgment is whether 2U's marketing skills are needed. She noted that the School of Nursing (SON) has a wonderful online program that they run themselves; this program is extremely well known and would not likely benefit from the marketing savvy of a company like 2U to recruit the students they need.

President LeBlanc added that the 2U model has evolved. He noted that the original model was to go to each university and get one flagship program at that university. The one flagship program chosen at GW was public health. Under the original understanding, 2U could not then offer another public health program from another university; GW had exclusive rights. When the public health school entered into this, nationwide marketing was a key piece because of this exclusivity. Now, however, 2U no longer allows exclusive access in its nationwide marketing, largely because they realized that, no matter how great the reputation of the school, many universities still attract students regionally. In the face of a national market at massive scale, the tradeoff between revenues paid out and marketing received may have been worth it; more and more, though, this is no longer a trade-off that is worth it. This may be the last partnership of its kind at GW; the SON program is evidence of the other end of the extreme, with no partnerships but also no attempt to market nationally.

Professor Roddis applauded the incorporation of the Biostatistics Center into GWSPH, noting that GW seems to be trying to learn how to house research centers and institutes that are integrated with the academic as well as the research missions. She noted that, for many years, it seemed that the Biostatistics Center seemed like a lost opportunity for GW on the academic side despite being a strong research income generator. She asked the Dean to speak to how she sees GW integrating this type of institution. Dean Goldman responded first by noting that the Biostatistics Center has always done a lot of training of PhD students, coming mostly out of the Department of Statistics, as there are many research opportunities there after students complete their comps. She noted that GWSPH began incorporating Biostatistics Center faculty more strongly into the GWSPH faculty the year that she arrived, looking for opportunities to involve faculty in the school's processes. Over time, these

faculty have found that they value being part of this academic community and working with faculty who have overlapping areas of interest. She noted that the Biostatistics Center head is also the chair of the Biostatistics and Bioinformatics Department; this has very much helped bring these efforts together. She noted, though, that the school's other centers operate very well without ever having been homed outside the school, noting the strength of the Center for AIDS Research's demonstrated ability to work across and outside the university in a variety of academic settings.

Professor Mylonas recalled his earlier comment about dean accountability in the face of budget shortages, noting that his primary concern earlier was whether these shortages would fall on the deans' shoulders, not whether the deans can manage their schools. He expressed his concern that, if shortages should not be resolved in the way the President has indicated they will, the deans will be forced to make difficult choices. He expressed his regret for his word choice and took back "accountability" as a term for this concern. Dean Goldman responded that it is the job of a dean to "square the circle" every day, and they have enjoyed excellent collaborative relationships with the administration. They participate in setting targets, and there can always be challenges in determining how to achieve them.

Professor Rao noted that GWSPH is a tremendous asset at GW that has many thematic areas of collaboration with SMHS. He noted that he collaborates with a Masters student in GWSPH and that many SMHS faculty would like to do the same kind of work but don't see an easy pathway to make these collaborations happen. He asked whether a mechanism might be established through which non-center-based physicians can work with GWSPH researchers and expressed his willingness to work on this directly with the dean. Dean Goldman responded that she is very much looking forward to working with Dr. Bass when she begins her leadership role in SMHS and with the Medical Faculty Associates (MFA) specifically on providing incentives to researchers to do this type of work and also managing the institutional structures that can make these connections more challenging.

REPORTS: Chairs of the Strategic Planning Committees and Related Senate Standing Committees (as recognized)

High-Impact Research Committee:

Committee chair Alan Greenberg (GWSPH) discussed the work of the High-Impact Research Committee since its inception this fall. He noted the committee includes representation from across the university. The committee's charge is to develop a strategy for improving research productivity across the university that addresses all disciplines and exploits the unique opportunities available at GW; the committee's work timeline is twelve weeks. The committee's approach was to engage as many faculty as possible from across the university in a transparent manner.

Professor Greenberg noted that his committee became aware early on in its work of the Faculty Senate Research Committee; many committee members had not been aware of this committee prior to this point. Dr. Greenberg noted that he has met with this committee on several occasions and agreed early on that the strategic planning committee would defer to this committee on research infrastructure and ecosystem issues given its ongoing and close work with the Office of the Vice President for Research (OVPR) on these issues. Dr. Greenberg noted that his committee would solicit input and feedback from the Research Committee as it focused its work on aspirational issues

around research at GW; he also stated that the committee's work product would be shared with the Research Committee prior to finalization.

The committee began its work by assessing the university's strengths and weaknesses in research and gathering constituent input in a variety of ways, including an online portal, town halls, surveys, and outreach by committee members to faculty at their individual schools.

In October, the committee arrived at a concise definition of high-impact research as research that has a significant impact either upon a specific academic discipline or upon society in general. The committee also asked researchers to report the metrics by which different academic disciplines measure impact, which resulted in dozens upon dozens of ways in which researchers at GW measure the impact of their work (e.g., grants, publications, forming corporations, social media impact and museum admissions). In November, the committee focused on the big ideas researchers have around ways to increase high-impact research at GW, identifying the strategic areas GW should focus on, how best to take advantage of its location in Washington DC, what facilities might be needed, and how GW can best leverage big data and data analytics.

The committee has established the bedrock principles upon which it will form goals and initiatives to be recommended to the Board of Trustees:

- **Preeminence:** GW can move further on the pathway to preeminence, but this will take resources, strategic focus, and institutional culture change to get there.
- **Identity:** Faculty across the university feel that GW's location in downtown DC is probably the university's greatest strength as faculty and students want to live, work, and study in the nation's hub of policy and political science; this is an incredible asset that can be leveraged across GW's various disciplines.
- **Ecosystem:** It's clear from the Senate Research Committee that there is a lot of work to be done in this area; there is widespread frustration around the university on issues such as how pre- and post-award administration is managed. Until these frustrations are addressed, it will be difficult to build aspirational goals in this area.
- **Leadership:** The committee has been impressed by Vice President for Research Miller and Senior Associate Vice Provost for Research Gina Lohr and the work they are doing. However, high impact researchers from across the university will need to work directly at the university level to complement the efforts of OVPR in order to advance strategic initiatives in research.
- **Diversity:** Diversity of thought as well as demographic diversity are both essential.

Professor Greenberg reported that the committee's three goals are investing in people, investing in ideas, and investing in infrastructure, and the committee will discuss concrete initiatives around these goals over the next few weeks. The committee will hold its final town hall on Tuesday, December 17, in the GWSPH building at 950 New Hampshire Avenue; the committee's draft report is forthcoming in January.

World Class Faculty Committee:

Committee chair Scott Kieff (GW Law School) reported that the committee has been working with the other strategic planning committees and faculty across the university to gather information about

GW's existing world-class faculty and how to make the faculty even better by focusing on people and ideas. The committee has adopted and deployed outreach techniques described by Professor Greenberg. Professor Kieff noted that the committee has also spent a significant amount of time sitting with colleagues on campus who are expert at increasing excellence while increasing diversity, as the committee believes this is vital to the growth of the university. In addition, the committee is not only forward-looking; its work includes reaching out to prior committees who have investigated this issue at GW.

Professor Kieff stated that the committee's central goal in delivering its work product has been to, together as faculty, put before university leadership as concise and clear a set of ideas as possible. In doing so, Professor Kieff believes, the committee will be making the best case for future investment. Furthermore, if this set of ideas is built through this collaborative process, the committee will also be making its best case for community enhancement and buy-in.

Distinguished & Distinctive Graduate Education Committee:

Committee chair Carol Sigelman (Columbian College of Arts & Sciences (CCAS)) reported that the committee is made up of a diverse group of faculty, students, and staff; this diversity is required in order for the committee to think broadly about graduate education. She noted that the committee has engaged in a variety of efforts to gather data and hear from the university community. A public forum drew over 100 people, and the committee has met with the graduate deans. In addition, a survey of graduate students has generated 400 responses. One element that the graduate students on the committee made the broader committee aware of is the need to think beyond just the graduate programs to services available for graduate students and the university climate as these affect graduate students.

The committee has also met with specialized committees on campus (e.g., the graduate enrollment management committee, graduate studies in CCAS, the Career Services Council) in order to draw on a wide variety of expertise at the university. In addition, Associate Provost for Academic Planning and Assessment Cheryl Beil's office has been extremely helpful in providing institutional data on the number of graduate programs at GW and what graduate students are saying in graduation surveys about their experience at the university.

Professor Sigelman noted that the committee's first and guiding principle is that the emphasis should be on quality over everything else. The committee has developed eight criteria that are working well in guiding the committee's thinking. These criteria are broad and adjustable enough that diverse graduate programs can find themselves in each one. The committee envisions using the criteria in the review of new program proposals in order to begin with excellence at the program launch stage. The same criteria would then be built into the Academic Program Review (APR) process so that every program has a periodic evaluation.

One of the main charges to the committee was to identify a small number of doctoral programs for elevation to national preeminence. The only way the committee could envision making this determination was through a special review of all of GW's doctoral programs. Without a special review, there isn't an even way to evaluate programs consistently; for example, not all doctoral programs have a ranking structure for their field.

The committee has also been looking at what might be done to improve decision-making at the university in a way that would be more strategic and rational and would do a better job of making use of the contributions of the different schools. With this in mind, the committee will propose a Vice Provost-level position centered on graduate education. A review of GW's peer institutions shows that GW is the only university without a high-level graduate education responsibility; such a strategic academic leadership position would provide oversight and advocacy to graduate education and graduate students at GW.

Professor Costello asked whether the ten doctoral programs to be designated for elevation are specific in degree (e.g., PhD programs only); Professor Sigelman responded that all doctoral programs are eligible. Professor Costello noted that there is some concern that there will be a contraction of other doctoral programs and asked whether this is part of the committee's charge. Professor Sigelman responded in the affirmative, noting that the charge included reviewing programs and looking at ways of elevating some and at the possibility of terminating others. The intent of the doctoral program review is that it would be conducted within the schools, where it is possible that some programs would be identified as being in need of improvement; this might lead to decisions about remediation or termination. Professor Sigelman noted that these kinds of periodic reviews are healthy to ensure that program quality remains high.

Professor Tekleselassie noted that graduate programs are extremely diverse. Given the breadth of the graduate education portfolio, he asked how closely the committee is working with each school as it carries out its charge. Professor Sigelman responded that she assumes the committee will be working more closely with the schools as its work continues but noted that the committee has representation from all of the schools and has worked with all of the schools' graduate deans.

Professor Orti noted that APRs occur regularly and asked whether the committee is looking at how APRs are treated and acted upon after they are completed. He noted that these are typically very thorough reviews that include evaluations by outside experts and would provide good metrics about the quality of and ways of improving the reviewed program. Professor Sigelman responded that this is indeed part of the committee's investigations; she reiterated that the committee imagines its criteria of graduate education being embedded in the APR process in the future. One of the things that faculty members on the committee have said is that they want their graduate programs reviewed and understood in context. She noted that the APR process works well when every step is completed, but the committee has identified problems with the process, in particular that it is not always conducted in a consistent or timely way in all the schools and that change outcomes are not always pursued following the process.

High-Quality Undergraduate Education Committee:

Committee chair Gayle Wald (CCAS) reported that the committee is large (with over twenty members) and includes broad representation, including those from schools without undergraduate education as a primary function. The committee started its process by thinking at a creative and visionary level about what the membership saw as high-quality undergraduate education before beginning its more practical work.

The committee has divided into four subcommittees due to early areas of improvement the committee identified as particularly important; these subcommittees are:

- Educating the whole student (e.g., advising, student excellence, and student support)
- Academic innovation (e.g., teaching excellence, interdisciplinary work, and student research)
- STEM
- Leveraging GW's location

The committee has conducted a lot of outreach, including town halls (with some designated for students only), an email for input, and meetings with organizations across GW. Input is still being sought even as the committee draws closer to a draft report.

The committee is working with a set of five principles, which are the broadest statements of the committee's aspirations and are works in progress; not all are specific to GW. From these principles, the committee is working on developing a limited set of goals and calibrating those goals back to the principles; metrics are also under discussion and will serve as the quantitative expression of the goals. The committee has been working as it moves from the conceptual piece of its work to thinking about how the goals coming out of this committee can feel aspirational within the context of what already exists at GW and where the university can go from that point. For example, with regard to STEM, the committee is considering what the value proposition for STEM students is at GW, not about reproducing the STEM work that other schools do. Professor Wald expressed her hope that the committee will have a draft of goals and metrics to share with the broader university community in early January prior to their being incorporated into the wider committee report.

Professor Wilson noted that, in the GW School of Business (GWSB), he has observed a strong tendency to add requirements without adding electives and wondered if the committee is considering this curriculum imbalance issue. Professor Wald responded that the committee has repeatedly heard from students that they often see the institution as impeding their ability to get an education. This happens at various levels but includes everything from curriculum and requirements (some of which GW cannot control due to accreditation requirements) to the challenges inherent in double majoring across schools. This has been a guiding principle for the committee from the beginning. However, the committee is not addressing general education and is very wary of adding more burden to students who feel as though their education is a dispiriting activity of checking boxes. The question is how to innovate and work against that view, some of which is real, and some of which is perception.

Professor Khilji asked a broad question for all four committee chairs, noting that, when conceptualizing the university, she thinks of research, high-quality education, and a variety of issues that ultimately need to work together to achieve success. Apart from the committees' individual work, she wondered if there is an effort to coordinate the strategic planning committee chairs to bring these issues together in an integrated manner. Professor Wald responded that the chairs and co-chairs do meet to talk about this very issue and common principles, particularly as the committees draw closer to drafting their reports; she noted that areas of overlap may be areas requiring elevation in the final plan.

Professor Wagner noted her appreciation for the extra time and effort that has gone into the strategic planning committees. She noted that a common element across these interim reports is the stressful and accelerated timeline for the strategic planning process. She stated that her concerns remain with the "cart that seems to be before the horse" and registered that she is not quite as satisfied as others in the room with the evidence provided for the reasoning behind the overarching

goals behind the entire process, stating that “we seem to be, in almost a Republican fashion in this meeting, to be focused on process.” With this in mind, she asked whether Professor Wald’s committee had access to the 2017 task force on the student experience report data as a baseline with which the committee could work to assess whether this was a basis for the current goal-setting. Professor Wald responded that the committee has considered a vast number of sources and amount of data. She noted that Vice President for Student Affairs and Dean of Students Cissy Petty is a member of the committee and brings a great deal of data to the process.

Professor Cottrol asked whether the committee has considered the issue of foreign language and culture competence across the schools and whether this is something the university should be focusing on as an area of improvement. Professor Wald responded that this has not been a focus of the committee’s discussions thus far but has been raised. In general, the committee has stayed away from issues of curricular requirements, although student access to education in foreign languages (course availability and course crowding) has been an issue of concern raised by students.

Professor Yezer noted that one way to judge high-quality undergraduate education is what happens after students graduate and how graduates are perceived after they leave GW. He asked whether the committee is looking at this issue. Professor Wald responded that, while the committee is not studying specific numbers coming out of GW, it is thinking quite hard about how student success after graduation is measured. There is a lot of information to suggest that some of the data used in these measures aren’t useful data; for example, it is hard to find out what students are doing five years after graduation. In addition, the payoff of an undergraduate degree may not be measurable in terms of income. There are additional data indicating that knowledge is produced so quickly now that the skills students graduate with will be replicated, reproduced, and exceeded within five years of graduation. As a consequence, universities have to be nimble enough to capture what skills students need at given points. Professor Yezer responded that looking at graduate school admissions for GW graduates is a measure that the committee should take very seriously, noting that if GW undergraduates aren’t getting admitted to quality graduate schools (and succeeding when they get there), that says something about the quality of their undergraduate education.

Professor Rao expressed a concern around the burgeoning number of GW’s online offerings in a wide range of areas, and he asked how the university ensures preeminence and the quality of the brand. Professor Wald responded that this committee’s charge doesn’t have much to do with online education as it is focused primarily on on-campus undergraduates. Professor Sigelman responded that this point is being addressed in her committee by looking at student satisfaction across all course modalities. Beyond this, the APR process pays attention to program quality, no matter the mode of delivery. Professor Wald added that her committee is thinking a lot about the first-year teaching and introductory courses; the quality of the first-year experience and making the classroom experience a dynamic one is very important.

Senate Fiscal Planning & Budgeting Committee:

Chair Joe Cordes noted that he did not have new information to report but reported that the committee has a full agenda in January to evaluate the new approaches.

Senate Appointment, Salary, & Promotion Policies Committee:

Chair Murli Gupta directed the Senate's attention to the attached committee report. He highlighted the report's first four points, noting that the GW faculty wants and needs voice in decision-making, keeping students' needs in mind; that the university needs to ensure that an increase in STEM areas doesn't cause a decline in humanities faculty appointments; that while the number of undergraduate students at GW increased by 13.8% between 2013-2018, the number of full-time faculty increased only by 1.8% (of particular concern is the need for more tenured lines in STEM areas to support increased STEM majors); and that the criteria for the selection of the ten doctoral programs to be elevated to national preeminence should be publicly described and discussed in order to ensure a nonbiased selection process while also not diminishing support for other strong doctoral programs at the university.

Senate Research Committee:

Chair Kausik Sarkar noted that it was distressing to learn that many on the High-Impact Research Committee did not know that the Senate Research committee existed. The committee includes around thirty members from all the schools, including graduate students, a postdoc, all of the associate deans of research, Vice President Miller, and Gina Lohr. The committee completed phase 1 of the research ecosystem review, presenting its report to the President last March. The second phase of the ecosystem review is underway now, and the committee has decided to focus on four areas: shared facilities, high performance computing/big data service center, post-doc and graduate student quality, and resource allocations. The four groups are each led by faculty members with administrative support to facilitate data collection and have been gathering input from schools. Three of the four groups have reported back already, and findings will be presented at the next meeting of the committee. Vice President Miller presented the steps OVPR has taken in response to the phase 1 ecosystem report to the committee recently. In addition, the committee generated a resolution following the Faculty Assembly; this will be presented later in this meeting. Finally, Dr. Greenberg has been a very good partner in the strategic planning process, drawing on the Research Committee's experience.

Senate Professional Ethics & Academic Freedom Committee:

Chair Ed Swaine noted that, this semester, the committee provided input to the university concerning the Nepotism and Personal Relationships in Employment policy; this work is ongoing. The committee also met concerning the matters raised by the Assembly petition and continue to monitor that space for developments that fall within the jurisdiction of the committee.

Senate Educational Policy & Technology Committee:

Chair Jason Zara noted that the committee established a work plan for the year that has been in part set aside in order to work on the issues raised by the Assembly petition. The committee has entered a resolution related to this work that will be taken up by the Senate later in this meeting. Professor Zara reiterated his earlier observation that his experience of this Senate committee and the strategic planning committee is that everyone involved is on the same side and working toward the same things. He noted that the committee discussed the Academic Integrity Code last week, which is overdue for review and revision; a subcommittee will take up this work.

REPORT: Research Update (Bob Miller, Vice President for Research)

Vice President Miller spoke from the attached slides, providing a retrospective of what has been accomplished in OVPR with regard to the recommendations emanating from the research ecosystem review as well as a broader update on research at GW. He noted that the first component of OVPR listed here, strategic programming and communications, is an area where OVPR has not traditionally done very well based on the widespread lack of information about OVPR's activities in the university community. He noted that the office needs a strategy to focus its communications in a much more sophisticated fashion. In addition, OVPR will be considering what it wants to accomplish strategically as well as how those goals will be implemented; one cannot occur without the other.

Vice President Miller noted that there has been a research silo and an education silo at the undergraduate and even at the graduate levels, and the intersection between these silos has not been strong enough. OVPR is working to better align these areas in order to provide undergraduates in particular with the skills they need to gain admission to and succeed in high-quality graduate programs. In the past year, OVPR has worked closely with academic leaders to launch the Student Research Commons, an online portal where undergraduates can seek research opportunities. The current academic year is the pilot year for the project, which is expected to significantly increase the undergraduate research portfolio.

The background of the current strategic work in research began with the research initiative, which led to the research ecosystem review project, and now the high impact research strategic planning element is moving forward as part of the wider university strategic planning process. Vice President Miller focused his next remarks on the outcomes from the research initiative and ecosystem review; these accomplishments are noted in the attached slides. He highlighted the sustained increase in funding for and new enhancements to intramural grant programs. These are key funding opportunities for those areas that cannot apply for federal funding. The President made a commitment early in his tenure to maintain support from university funds to drive scholarship and research in these areas that are not easily applicable to external funding. Details on these intramural funding programs are available in the slides.

With regard to the research ecosystem review, Vice President Miller provided an overview of the accomplishments of the Phase 1 work. The four Phase 1 working groups developed 84 suggestions for improvements; 19 have been completed, another 47 are in progress, and 18 require further work (in many cases, these require interfacing with other entities at the university). Many of the improvements in process will be underway for years, as they require a longer time horizon for implementation. The attached slides provide some highlights of responses in place already, including faster funding decisions for intramural funding, the addition of research integrity staff for quality control and compliance, and a new electronic research administration tool (which will address at least 12 recommendations).

Vice President Miller noted that the majority of the recommendations for improvements from the Phase 1 groups were in the area of research integrity. It is critical that research done at GW complies with federal requirements and that research is conducted in an ethical fashion; GW cannot afford to have lapses in these areas, putting federal dollars at risk. In addition, should GW wish to pursue classified research, a topic recently under discussion at a SEAS faculty retreat, its research integrity must be extremely strong. Considerable progress is also being made in the support of non-sponsored research and scholarship; more work needs to be done.

Phase 2 of the research ecosystem review is underway; it is clear that one major issue will relate to GW's core facilities. An early report noted that strong core facilities are critical to supporting research at GW. In this area, the GW Biorepository—the result of a \$22 million award—is now open and available to all GW investigators; it includes a collection of more than 100,000 biospecimens related to HIV/AIDS associated malignancies. GW is also working hard on its animal facilities; this has been an area of consternation for investigators for many years. The university is opening a small new facility in the Science & Engineering Hall so that upgrades can be made to the Ross Hall facility.

Vice President Miller noted accomplishments in entrepreneurship, technology commercialization, collaborations with industry and corporate partners, and research workforce development. Details on these accomplishments are available in the attached slides. He also described enhancements to the GW Research Showcase, a university-wide research event scheduled for April 7, 2020. This event is key for sharing the research being done at GW and will engage more external as well as GW audiences.

The attached slides outline some non-sponsored faculty research and scholarship successes as well as recent accomplishments in both graduate and undergraduate student research and scholarship. In addition, the slides include data on research expenditures (with NSF HERD ranking, year-end total expenditures, indirect costs, and total expenditures by type of research). With regard to cross-disciplinary research, Vice President Miller presented an updated diagram highlighting where collaborations at GW are taking place.

Vice President Miller closed with a list of areas he expects OVPR to focus on in 2020 based on work being done by the Senate Research committee and the strategic planning committee on High-Impact Research. He returned to the idea of aligning the research mission with the strategic planning processes and the necessity of focusing on priority areas where the university wants to direct its energies and expertise. These areas need to be linked to the university's educational activities as well as to the needs of the individual schools.

Professor Perry thanked Vice President Miller for his presentation and expressed her gratitude for his and Ms. Lohr's work on the university research enterprise. She noted that she has worn many hats at GW as a researcher—as a lab investigator, department chair, interim research dean, chair of the pre-award committee for the Phase 1 research ecosystem review, and now as a member of the Senate—and reflected that she has been thinking a lot about research at GW. She provided a point of clarification on the feedback areas for the research ecosystem, noting that there was a deliberate attempt to be as synthesizing and cross-cutting as possible in the recommendations for the pre-award group in order to see commonalities in investing in the themes relayed earlier by Dr. Greenberg (ideas, people, and infrastructure). She noted that these recommendations were intended to weave that together rather than itemize; in fact, there were over 200 responses related to pre-award concerns.

Professor Perry also observed that, too often, in this rapidly evolving environment with multiple forms of communication, there can be lots of noise and not enough signal. In looking to systems and platforms and the integration of technologies, it is important to be sure that the interstitial tissue of people and interactions are included. Currently, there are a number of different research bodies that are active and operating with cross-cutting themes that might be consolidated. She noted her

hope that, between the work by the strategic planning committee, the Senate Research committee, and OVPR, these efforts can be streamlined and galvanized.

Professor Wilson asked what might be done to increase GWSB's research imprint, noting the school's traditionally low research expenditures. Vice President Miller responded that this is a question of identifying both skills and opportunities working in concert with OVPR; he suggested analyzing where the research strengths are within GWSB and how they can be leveraged across the university.

Professor Dugan appreciated Vice President Miller's attention here to non-sponsored research and noted she was struck in the research initiative report by the clear statement of the parity issues between sponsored and non-sponsored research. She noted that the unresolved recommendations in this area are clearly addressed in the report and wondered if there might be ways to gain movement on these to the benefit of these researchers. Vice President Miller responded that this goes beyond support from the administration. The challenges arise in the interface between the academic activity and the administrative activity of the grant support systems. These need to come together, and there is not yet effective communication in this area. Discussions are occurring about what structures need to be in place to make this work. It will require buy-in from deans and department chairs to work.

DISCUSSION: Assembly-Directed Topics for Senate Discussion (see attached Assembly Petition for discussion of Items 1-5)

Professor Marotta-Walters introduced the topic by noting that it is not typical Senate practice to deliver committee reports in the manner done today, but there is ample reason for this departure from the norm. She opened the floor for questions on and discussions of any elements of the Assembly petition that have not yet been discussed as well as any pieces that have had prior discussion or reporting and warrant more.

Professor Cordes suggested that the resolutions on today's agenda likely fill in the gaps from the Assembly. The resolutions from the Research and Educational Policy & Technology committees speak to the question of information sharing; he asked whether these resolutions should be taken up at this point. Professor Gupta expressed his agreement with this view and moved that the Senate proceed to consideration of the resolutions on the meeting agenda. In the absence of any seeking recognition to discuss the matters in the petition, the meeting proceeded to consideration of the resolutions.

RESOLUTION 20/4: To Amend the Bylaws of the Faculty Senate (Sylvia Marotta-Walters, Chair, Faculty Senate Executive Committee)

Professor Marotta-Walters presented the attached resolution from the Faculty Senate Executive Committee (FSEC) to amend the Senate Bylaws to bring the list of the Senate standing committees in line with the Senate's current practice with regard to its standing committees.

Professor Wirtz asked whether the Senate is empowered to amend this document. Professor Marotta-Walters responded that the Senate has modified its bylaws previously when modifications address the work of the Senate; the Senate bylaws are an appendix to the Faculty Organization Plan.

A vote was taken, and the resolution was adopted unanimously.

RESOLUTION 20/5: To Request the Chair of the Faculty Senate Executive Committee to Call a Special Meeting of the Faculty Assembly (Sylvia Marotta-Walters, Chair, Faculty Senate Executive Committee)

Professor Marotta-Walters presented the attached resolution from the FSEC that addresses point #6 of the Assembly petition and asks the Senate to request the Chair of the FSEC to call a special Assembly between January 13-24, 2020, as required by the Assembly petition.

A vote was taken, and the resolution was adopted unanimously.

RESOLUTION 20/6: To Establish a Special Committee (Sylvia Marotta-Walters, Chair, Faculty Senate Executive Committee)

Professor Marotta-Walters presented the attached resolution from the FSEC that asks the Senate to establish a special committee on matters included in the Faculty Assembly petition. This committee is charged with synthesizing the reports coming forward from five Senate committees, four strategic planning committees, and the Strategic Planning Task Force into a report due on January 2, 2020, for inclusion on the January 10, 2020, Senate meeting agenda. The intent is to be responsive to the petition but to avoid unnecessary duplication in the report. If the report is approved at that meeting, it will be placed on the agenda of the next Faculty Assembly held after January 10, 2020.

If the resolution is passed, the Senate will take up a nominating process of Senators who are willing to serve on this committee.

Professor Wirtz commented that the timeline for this report is exceedingly tight and asked whether the deadlines that were set by the Assembly petitions were envisioning that the strategic planning reports were going to the Board in February and therefore felt this reporting needed to be rushed to completion prior to the February Board meetings. He wondered whether the timeline for the special committee should be pushed back now that the entire timeline has been extended, noting that he could not imagine any committee that could accomplish this task by January 2, 2020.

Professor Orti noted that his perception is that the issue comes to this point because the Senate has been really slow in responding to the petition. The Senate has had two months to start working on this and is now beginning work in December, expecting an answer in January. He noted that the resolutions from the Research and Educational Policy & Technology committees were not taken up by the Senate at its November meeting, and other committee reports were available prior to that meeting. He expressed that the response to the Assembly has been delayed in a way that is now conspiring against due process and a recent opportunity to produce candid discussion as the petitioners intended.

Professor Marotta-Walters noted that, as she understands the matter, because the Assembly passed the petition, the Senate must respond to dates put forward in the petition.

Professor Cordes noted that the Educational Policy & Technology and Research committee resolutions are generally about process. He wondered if the Senate might take these up and approve them so everyone understands the kind of information-sharing the Senate will have. On the timing of the special committee and the new Assembly meeting, he suggested that the logic would suggest that the Senate agree in principle to have a meeting but wait to set the date until January. He expressed his agreement with Professor Wirtz's point that a January 2, 2020, report deadline for a special committee report is too short a timeline. He noted that the Fiscal Planning & Budgeting committee will be working with a large amount of data at its January meeting, and he rather doubted that he would have a report ready by January 2.

Professor Marotta-Walters noted that a significant amount of reporting was done today that addresses the points in the petition, so it is not the case that information is not available. Rather, it is a question of synthesizing the information received to date.

Professor Wagner appreciated that the Senate has heard a lot of information but noted that it is, in fact, a lot of information. She expressed that there is room—in the spirit of the petition—for deliberation, not just to “drink from the fire hose.” She suggested that the Senate consider pushing back the January 2 report due date to provide a little more time. She noted that it is relevant to discuss the culture initiative (item #2 on the Assembly petition). Speaking on behalf of the faculty of the Anthropology Department—deeply invested in things cultural—who would like a chance to talk about and address some of the questions posed in the petition's second item, including how the culture initiative's process come to be, how it's being implemented, and its costs. She expressed that this is an incredibly important set of questions vis a vis the goals of the strategic planning process as, to her, it is not as clear as the list of questions set out in the Educational Policy & Technology resolution that get at consultation, experts, and analyses. She noted she would like to see this applied to the culture initiative. She suggested pushing back the January 2 report due date. Professor Marotta-Walters noted that this would preclude the Senate being able to take the report up at its January meeting.

Parliamentarian Charnovitz noted that the Senate just voted to hold a Faculty Assembly in the January 13-24 time period. The purpose of that Assembly would be, among other things, to consider the report of the Faculty Senate. The Faculty Senate meets on January 10 and would need this report in hand at that meeting in order to present it at the Assembly; without the report, there is no point in holding the Assembly during that timeframe. In order to get the report on the Faculty Senate agenda, it would need to be completed by January 2.

Professor Wirtz recognized that the petitioners were correct in their original thinking that the January meeting was a critical point for this report to reach the Senate prior to the strategic planning reports going to the Board in February. The Board action has now been deferred until substantially later than it was at the time that the petitioners put together their petition. He suggested that the Senate should head toward moving all of the January dates under consideration above back by a month, into February.

Parliamentarian Charnovitz noted that the Senate could entertain a motion to amend the previously passed resolution to change the date of the special meeting of the Faculty Assembly to a point in February, after the reports of the strategic planning committees have been made (slated for January 24). This would require a two-thirds vote.

Professor Wirtz moved to amend the previously passed resolution to adjust the date of the special Faculty Assembly to a point in February. Debate on the motion commenced.

Professor Roddis noted that the Senate does not want to simply overrule something that came so clearly from the Assembly. She understands what Professors Wirtz and Marotta-Walters are trying to accomplish and suggested that there could be two Assembly meetings in the spring semester to keep the original meeting from the petitioners intact. There is information now that directly responds to the petition that could be addressed at a January Assembly for a dialogue. An additional Assembly could be held later in the process, or there could be agreement at a January Assembly that further reporting could be handled via the agreement that the process now includes a high degree of transparency, with documents posted online for review. She noted that she does not see the downside to holding a Faculty Assembly between January 13-24 that reports back to the Assembly on what has been done so far; this would be a good faith demonstration and an act of communication.

Professor Mylonas expressed his understanding that the timing noted in the petition was in place because of the urgency of the matter prior to the strategic planning timeline revision. He noted that a lot of the urgency of point #6 came from the fact, at the time, that everything had to be decided by a certain point prior to the February Board meeting. From this perspective, he is sympathetic to holding an Assembly for discussion purposes, but there would not be a final vote in this meeting. The question remains as to what should be done with the second part of the petition's point #6, which outlines the content of a January special Assembly.

Professor Gutman concurred with Professor Mylonas and wondered if it might be possible, when constructing the agenda for a January special Assembly, to suggest a mutually convenient and acceptable motion to change the timing at that meeting or to amend item #6. Then, if there is an Assembly in January, the Assembly can vote at that time to essentially modify the timing of what has happened. Perhaps a January Assembly could take up the questions around the culture initiative, which has not yet been addressed, or other issues, while waiting to take a vote on the other matters.

Professor Wirtz noted a pragmatic issue, namely that attendance at the type of January Assembly being described is likely to be extremely low. If that meeting is the point at which the decision to postpone to another meeting is voted upon, and there is no quorum, then there is no meeting at all. (Professor Marotta-Walters noted that the Assembly quorum is 125 members of the Assembly.) Professor Wirtz expressed his opinion that it seemed unlikely there would be many people who would object to postponing an Assembly meeting to February. The intent is all still intact; the only change is to the date. Professor Mylonas wondered if the petitioners present might offer their thoughts.

Professor Orti noted that he is a petitioner but that he has no power over the Assembly. Once the petition is on the floor of the Assembly, the decision is in the hands of the Assembly as to how it acts. He expressed that the Assembly has the power to direct the Senate, and the resolution just passed (to hold the Assembly in January) is consistent with point #6 of the petition. He noted he did not think the Senate needs to move this date. With regard to what would be reported, there would be reports available on petition items #1, #3, and #5. Items #2 and #4 would be delayed as the Senate had not yet had the opportunity to discuss them.

Parliamentarian Charnovitz added a comment from his own perspective, namely that the Assembly has no authority to dictate when the next Assembly occurs or to direct the Chair of the FSEC to call an Assembly on a particular date. The resolution just passed provides that the Senate requested the Chair of the FSEC to call a special Assembly, and the Chair indicated, in the last FSEC meeting, that if the Senate requested she call an Assembly, she would do so. The idea that the Senate has no authority, power, or competence here is, in his view, totally wrong. The Senate may decide not to request the Chair of the FSEC to call a meeting or to request that she call the meeting on a different date.

Professor Perry added a practical consideration along the lines of Professor Wirtz's points. There is a question of how far along the information will be. Reports were just provided today from the strategic planning committee chairs. They are beginning to compile their reports, but it is not clear that there will be sufficiently more substance that there will be enough for a vote in January. Professor Marotta-Walters noted that the petitions specifically asked for reports, and there are reports that can be offered to meet this aspect of the petition; they may just not be complete reports.

A motion was offered to close debate; the motion passed the two-thirds majority requirement.

Professor Wirtz restated his motion to amend the previously passed Senate Resolution 20/5 to request that the Chair of the FSEC call a special Faculty Assembly meeting in February instead of in January. Without objection, the language was clarified to include the full range of dates in February.

Professor Mylonas suggested adding a note of explanation for the change of date to clarify that the change is due to the revised strategic planning timeline and the availability of committee reports. Parliamentarian Charnovitz indicated that, with unanimous consent, a statement could be added to the beginning of the amendment to the previously passed resolution reading, "In view of the change in the calendar for the strategic plan, the Senate requests..." The Chair sought unanimous consent, and it was obtained for this amendment to Professor Wirtz's motion amending Senate Resolution 20/5.

The motion passed the two-thirds majority requirement, amending the previously passed Senate Resolution 20/5.

Discussion returned to Senate Resolution 20/6. Parliamentarian Charnovitz suggested that Professor Marotta-Walters could withdraw this resolution and raise it again in January. Professor Wagner recognized the amended timeline but stated that she felt this special committee is important and asked that it remain on today's agenda. Parliamentarian Charnovitz asked if the Senate would like to amend the reporting dates in the resolution. Professor Wagner asked whether the special committee could be established today with the reporting dates specified at a later point. Professor Mylonas asked whether the report deadline might be placed at the end of January. Parliamentarian Charnovitz noted that the report requested from the special committee is a report to the Senate. The Senate's February meeting is on the 14th; to be placed on the agenda for that meeting, a report would need to be received by February 3rd. This implies that the Assembly won't be held until after February 14th.

Professor Khilji noted that she wants to be respectful of the petitioners and the Assembly as well as Professor Marotta-Walters. She suggested that the Senate work backward from when the Board will meet to find a way to give faculty members enough time to absorb and make sense of the information being shared. Professor Marotta-Walters noted that she worked closely with the

President to ensure that all of the Faculty Senate meeting dates were included on the university strategic planning timeline in order for all reports to be received and read by the Senate in enough time before the next series of actions on the timeline. For example, the full reports from the strategic planning committees are due on January 24th, three weeks prior to the next Senate meeting. Professor Zara suggested that the special committee be formed and asked to report to the Senate at its February 14 meeting (with the report due by February 3 for inclusion on the Senate meeting agenda). Professor Marotta-Walters confirmed that, on Resolution 20/6, the January 2 date would be changed to February 3, and the January 10 dates would be changed to February 14.

Professor Cordes strongly encouraged the Senate to pass Resolutions 20/7 and 20/8 before leaving tonight as they provide an important framework for the process moving forward.

Professor Wagner moved to amend the dates on the resolution as follows: January 3 is amended to February 3, and January 10 is amended to February 14. The amendment passed the simple majority requirement.

Thereafter, the resolution was approved.

In response to the Chair's suggestion, Parliamentarian Charnovitz explained that the Senate would now take nominations or self-nominations to the special committee, with as many nominations taken as those who wish to serve. Following the election of the committee, nominations will be taken for the chair of the special committee. A question was raised as to the desired number of committee members, as the resolution does not specify this. Professor Marotta-Walters expressed her professional opinion that six is an optimal number.

Professor Marotta-Walters nominated Professor Wagner. Professor Orti self-nominated. Professor Cordes self-nominated. Professor Mylonas nominated Professor Wirtz, who declined due to his sabbatical. Professor Schwartz self-nominated. Professor Sarkar self-nominated. Professor Zara self-nominated. A motion was made and seconded to close the nominations. Without objection, the special committee membership was voted on and approved.

Nominations for the special committee chair were opened, and Professor Mylonas nominated Professor Wagner. No further nominations were offered. Professor Wagner was elected chair of the special committee by unanimous voice vote.

RESOLUTION 20/7: On Involvement of Faculty and Its Elected Representatives in Shaping Strategic Planning (Educational Policy & Technology Committee) (Jason Zara, Chair, Educational Policy and Technology Committee)

Professor Zara noted that the attached resolution was drafted prior to the amendment of the strategic planning timeline. He reviewed the resolving clauses in the resolution, and the floor was opened for discussion of the resolution.

Professor Marotta-Walters noted that the data reported by the President today are public, and the details on sources is readily available. She indicated she would forward the links to Professor Zara.

Professor Orti asked when the resolution was passed to the FSEC. The document indicates November 22 (the date of the FSEC's last meeting); the original resolution was dated November 1.

Professor Markus spoke on behalf of the FSEC, which she noted is working very hard on meeting everyone's demands. She stated that any insinuation that there has been a purposeful intent to delay the FSEC's response to the resolution or any aspect of this work is disrespectful.

Professor Wagner responded that she understood this sentiment entirely and expressed that she thought the intent was to clarify and maintain an accurate record of when the resolution was voted on in committee. She also suggested that Professor Orti is expressing a concern on behalf of an Assembly that set out a charge on October 22, and part of this process is building a record, for better or for worse, of how the Senate has attempted to respond, and it may be that it is too difficult to accomplish all of this at once, but it is all right to clarify the record and acknowledge that there are faculty colleagues who want to understand what the Senate is doing.

Professor Markus responded that she was very much in support of Professor Roddis's proposed motion regarding the appropriateness of the Senate acting to modify the Assembly's intent and voted in favor of the motion, which did not pass. However, the petition raised a complicated set of issues, and the Parliamentarian had to be called upon to advise the FSEC on how to proceed. It was a challenging task because of the colliding tracks of the culture initiative and the strategic planning process at the university level. It took a lot of untangling of the proper response to be respectful of the petitioners' intent, the content of the petition as adopted by the Assembly, the original timeline, and the revised timeline. It was much more complex than it might seem on the face of the petition. She relayed the fact that, while she understands Professor Wagner's point wholeheartedly, she requested consideration of the fact that the FSEC represents the Senate and is trying to do the best thing moving forward. She pointed out that her response today is also a record of the FSEC's actions, and the FSEC is not doing something that is counter to what the *Faculty Code*, the *Faculty Organization Plan*, or precedent may call for. She expressed that she did not want the faculty to in any way be pitted against each other, either within Senate meetings or outside the meetings, as has happened.

Professor Sidawy added that there was an email to the FSEC that Professor Wirtz, who does not serve on the FSEC, received. Professor Wirtz was prompted to educate the relevant parties about the amount of work already being done by the FSEC and what this petition has added to that workload, particularly to that of Professor Marotta-Walters. He noted that the FSEC should not be in a position where faculty are insinuating or trying to suggest that other faculty or the FSEC are delaying or trying not to do their job.

Professor Roddis moved to strike, in the fifth whereas clause, the words "made prior to and without faculty input." Professor Zara seconded the proposed amendment. A vote on the amendment passed the simple majority requirement.

Professor Wirtz moved to amend Resolving Clause (RC) 4 to replace "Educational Policy and Technology Committee" with "Senate." The amendment was seconded. A vote on the amendment passed the simple majority requirement.

Professor Orti moved to amend the date on the resolution to November 6, 2019, which is when the resolution was passed by the Educational Policy & Technology Committee. Unanimous consent was obtained for this change.

Professor Yezer expressed his concern with RC4 that the proposed cuts in enrollment cannot be achieved without affecting the elements described. As such, the resolution would seem to stand in opposition to the whole plan. Professor Wirtz responded that many faculty have been running models to demonstrate that RC4 can be supported. Today, the President laid the groundwork for what is fungible and what is not. This information will be taken, considered, and moved ahead to the next step. This resolution essentially makes the critical point that, whatever decisions are made, it is vital to the Senate that they not impact the listed elements.

Professor Wirtz called the question, and the call was seconded. The vote to end debate passed the two-thirds vote requirement.

The amended resolution passed by unanimous voice vote.

RESOLUTION 20/8: On Involvement of Faculty and Its Elected Representatives in Shaping Strategic Planning (Research Committee) (Kausik Sarkar, Chair, Research Committee)

Professor Sarkar presented the attached resolution and reviewed the resolving clauses. The floor was opened for discussion of the resolution.

Professor Marotta-Walters moved to add the fifth Senate standing committee (Appointment, Salary, and Promotion Policies) to RC1. Professor Wirtz requested clarification on what RC2 is accomplishing on behalf of the Senate. Parliamentarian Charnovitz responded that RC2 is asking that the Strategic Planning Task Force submit its report to the Senate and to the listed committees before the report goes to the President and the Trustees. Professor Marotta-Walters added that the revised timeline now allows for this to take place. Without objection, the amendment was agreed to.

Professor Orti asked that the resolution date be amended to November 1, 2019, as this was the date the committee approved the resolution. Unanimous consent was obtained for this change.

The amended resolution passed by unanimous voice vote.

[After the meeting, the existence of a typographical error was noted in Resolving Clause #1.]

RESOLUTION 20/9: On Shared Governance (Ioannis Eleftherianos, Guillermo Orti, and Daniel Schwartz, Resolution Co-Authors)

Professor Orti presented the attached resolution, which addresses petition item #1 on shared governance. He summarized the whereas and resolving clauses of the resolution. In response to a question, Parliamentarian Charnovitz noted that it would be in order to recommit the resolution to the FSEC or to postpone it indefinitely but not to table it. Professor Roddis noted that, in light of the seriousness of the resolution and the late hour, she moved that the resolution be recommitted back to the FSEC with the intention of returning it to the next Senate meeting. Professor Wagner

clarified her understanding that this would mean that the resolution would return to the FSEC simply to be placed on the agenda of the next Senate meeting.

A request was made to place the resolution earlier on the next agenda. Professor Marotta-Walters responded that resolutions are placed on the agenda in the order in which they are received.

The motion passed the simple majority vote requirement.

INTRODUCTION OF RESOLUTIONS

None.

GENERAL BUSINESS

- I. Nominations for election of new members to Senate standing committees
- II. Reports of the Standing Committees
 - Appointment, Salary, & Promotion Policies Interim Report
 - Athletics & Recreation Interim Report
 - Educational Policy & Technology Interim Report
 - Libraries Interim Report
 - Physical Facilities Interim Report
 - Research Interim Report
 - University. & Urban Affairs Interim Report
- III. Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair

Rather than reading her full report, which is attached, the Chair highlighted one aspect of it, that the one committee that did not report today is the Strategic Planning Task Force, which met on November 21. Two Senate members, Professor Marotta-Walters and Professor Sidawy, sit on that committee. At that meeting, the Task Force heard reports from the strategic planning committee chairs that were essentially the same as the reports the Senate heard today. In addition, the Task Force approved the revised timeline, which is now posted on both the strategic planning and Faculty Senate websites. Please check the Senate website for updates, which are being posted as available.
- IV. President's Remarks
 - The leadership met and collectively decided to declare Monday, December 23, a holiday for its staff.
 - The university will soon announce enhancements to the tuition remission policy. In particular, all benefits-eligible employees will be able to obtain 100% tuition remission once they have vested as outlined by the plan. Employees' spouses, domestic partners, and children will be able to obtain

100% tuition remission once the employee has fully vested at ten years of service. These changes will be effective Fall 2020.

- A Campus Facilities and Master Plan Committee has been created to look at what can be accomplished on campus within the existing regulatory environment. It will look at both the Foggy Bottom and Mount Vernon Campus with a view to how best to support the strategic plan recommendations. The Senate was asked for recommendations for service, and Professors Sidawy and Costello (who chairs the Senate's Physical Facilities committee) will be serving on this committee.
- Chloe King from the Elliott School has been named a Marshall Scholar.
- There is a lot going on in the medical and clinical enterprise, with the continued integration of the MFA within the university. The new dean of SMHS will, on January 15, also become the CEO of the MFA. A new COO will be brought in, and the MFA will continue to be integrated with the university over time.
- GW has filed suit against its for-profit partner in the hospital. A reconciliation of the very different views around what the contract requires of them has not been achieved, and the university felt it had no other option but to file suit.
- Board Chair Speights has established a Task Force on Naming, which will look at questions and principles about how the university should think about names. Guiding principles will drive decisions about how campus elements (such as the Colonials moniker) will be named. This task force is not being asked to answer these questions but rather to develop the principles that will guide those decisions. The task force includes faculty, trustees, and students.

BRIEF STATEMENTS AND QUESTIONS

Professor Cordes asked whether the Benefits Advisory Committee will start meeting again in January. The President responded that it hopefully would; he indicated he would follow up with Chief People Officer Dana Bradley on this question.

ADJOURNMENT

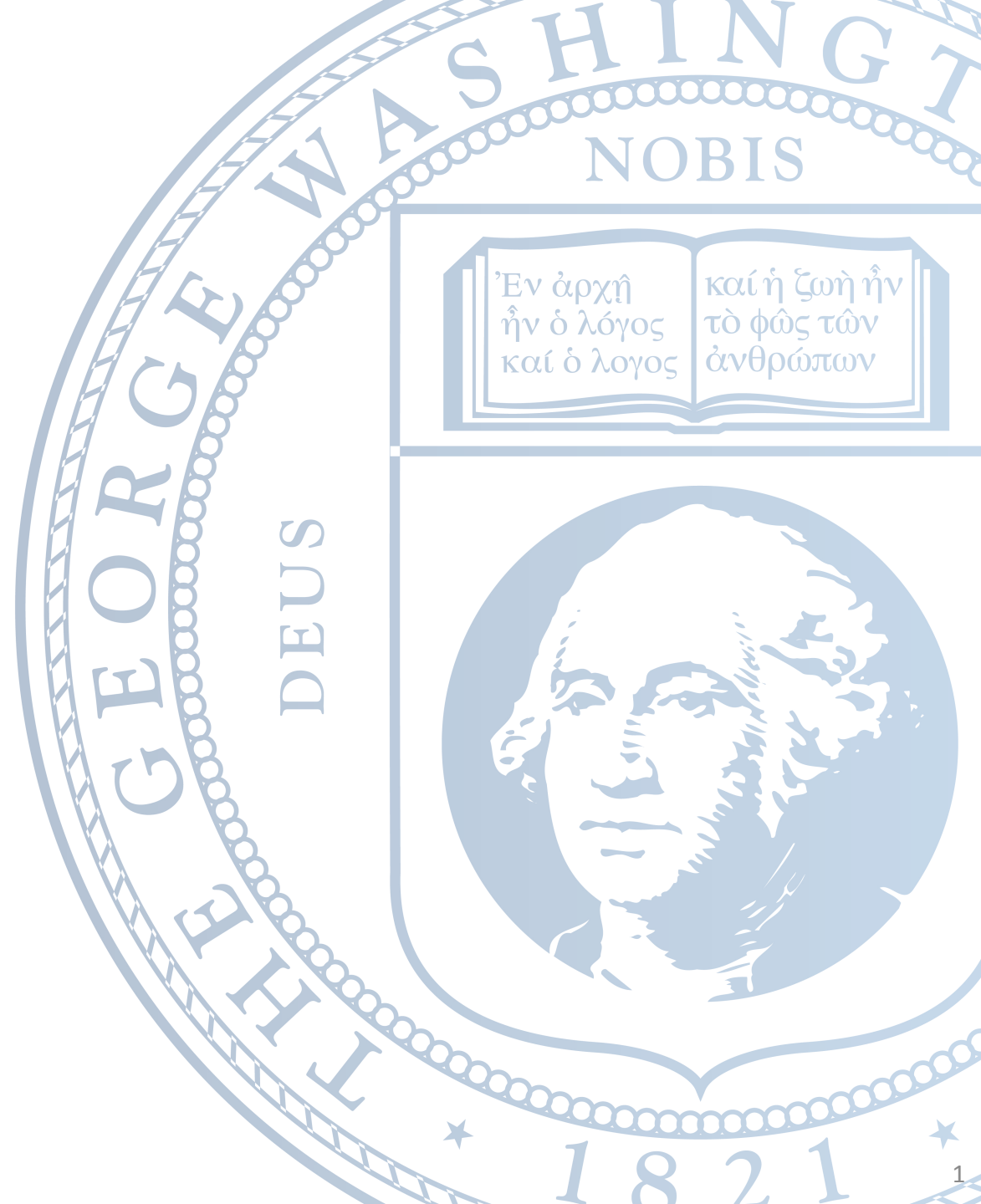
The meeting was adjourned at 6:13pm.

Strategic Plan Data Related to Undergraduate Enrollment and STEM

Faculty Senate Presentation

December 13, 2019

President Thomas LeBlanc

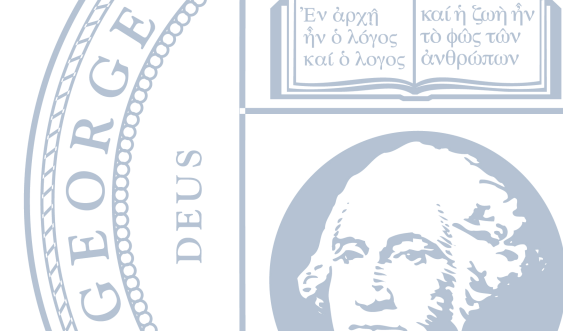


Trustees Formed Two Study Groups



- In 2017, the GW Board of Trustees formed the Student Experience Task Force, which met for a year to examine the GW student experience. The task force identified opportunities for improvement in community, academics, services and facilities.
- In 2018, the board formed the Committee on Strategic Enrollment, which spent a year studying hundreds of pages of data and reports, and consulting with GW offices and external experts. On the basis of this analysis, the committee recommended the reduction in undergraduate enrollment and increase in STEM.

Trustees Reviewed External Data



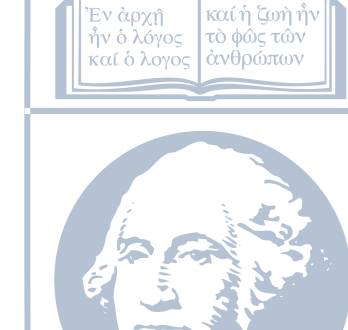
- “Knocking at the College Door”: Projections of High School Graduates Through 2032
(Western Interstate Commission for Higher Education, 2017)
- Open Doors 2018: Report on International Education Exchange
(Institute of International Education)
- Tuition Discounting Study
(National Association of College and University Business Officers, 2017)
- Comparative data examining GW vs. aspirational and peer private universities
- Board of Trustees retreat presentations

Trustees Reviewed Internal Data

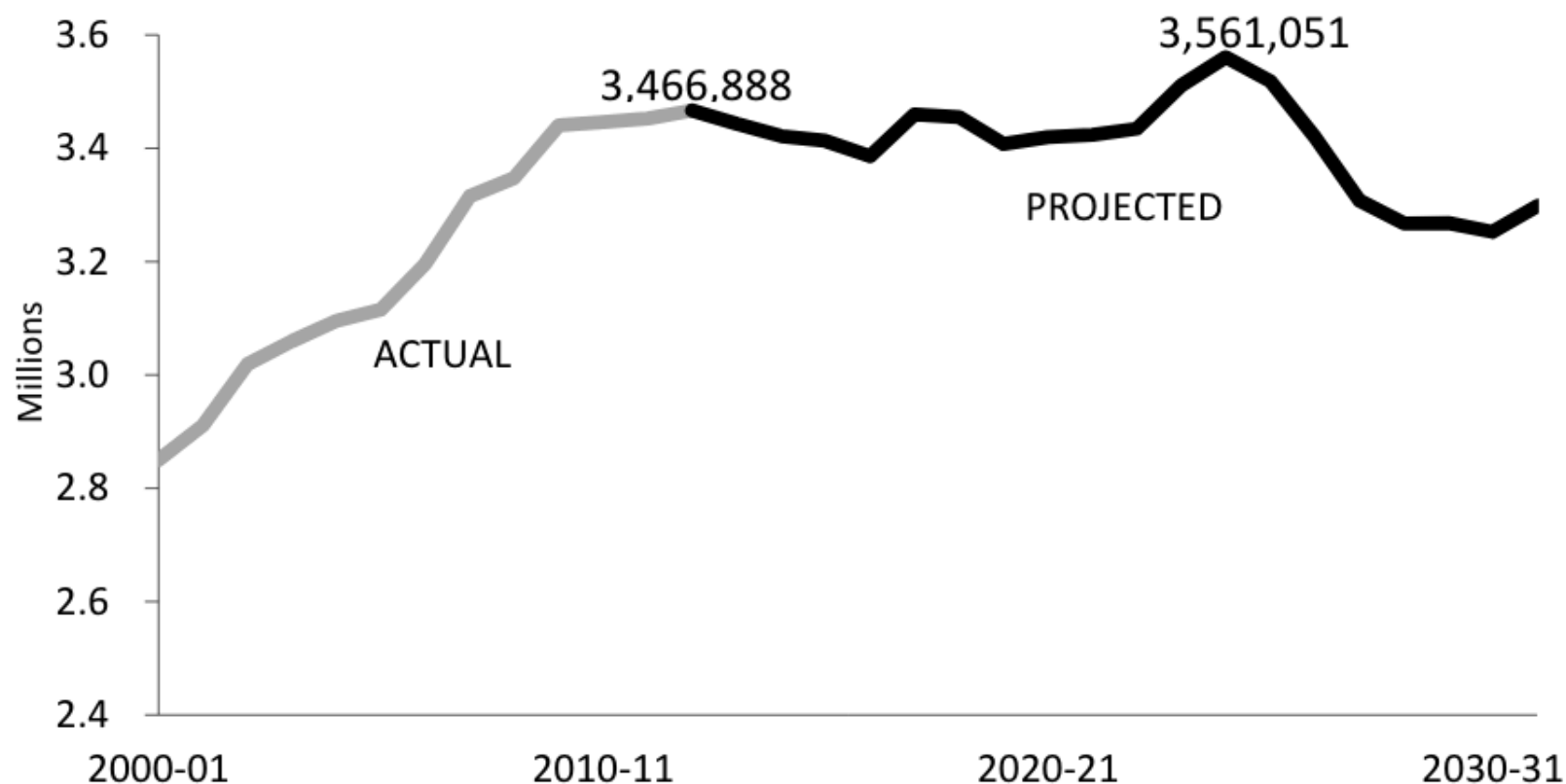


- Student Experience Task Force report
- Overview of enrollment management and admissions strategy
- Application trends at GW during the past five years
- Enrolled student data
- Enrollment retention data
- Admitted student surveys
- Connections survey
- Withdrawal survey
- Simulations of enrollment trade-offs

U.S. High School Graduates Will Decline



Total U.S. Public and Private High School Graduates, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)

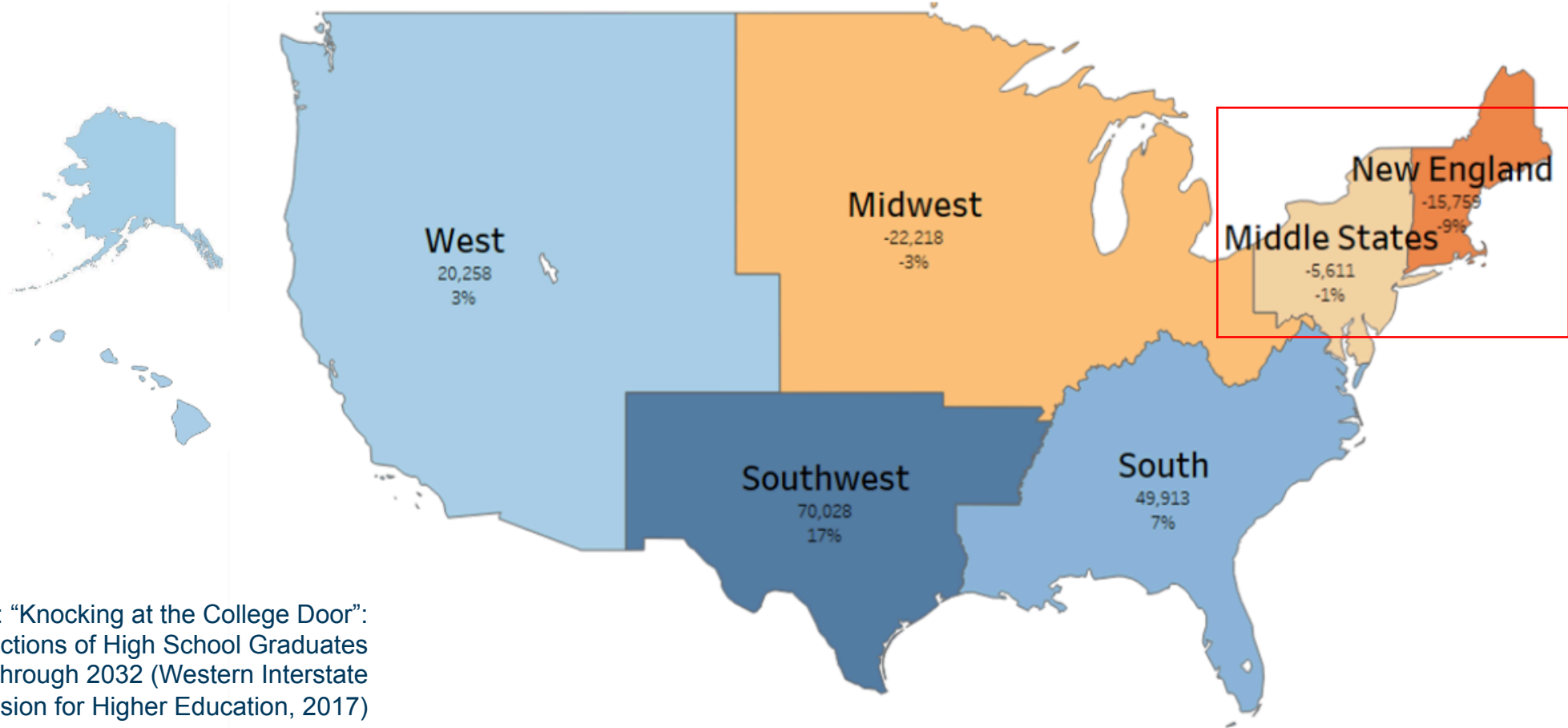


Source: "Knocking at the College Door": Projections of High School Graduates Through 2032 (Western Interstate Commission for Higher Education, 2017)

High School Graduates in GW's Region Already Declining



Regional Variation by College Board Region, 2012-13 to 2024-25

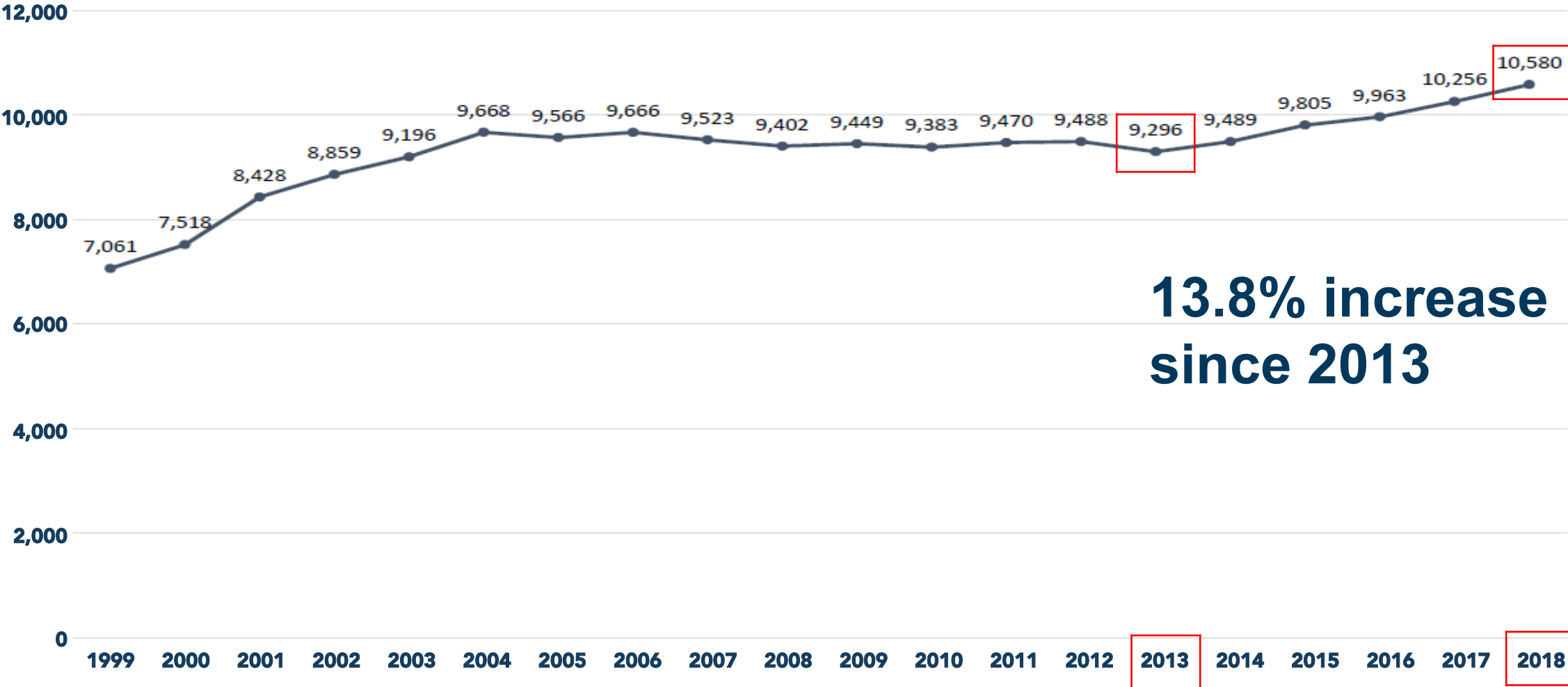


Source: "Knocking at the College Door":
Projections of High School Graduates
Through 2032 (Western Interstate
Commission for Higher Education, 2017)

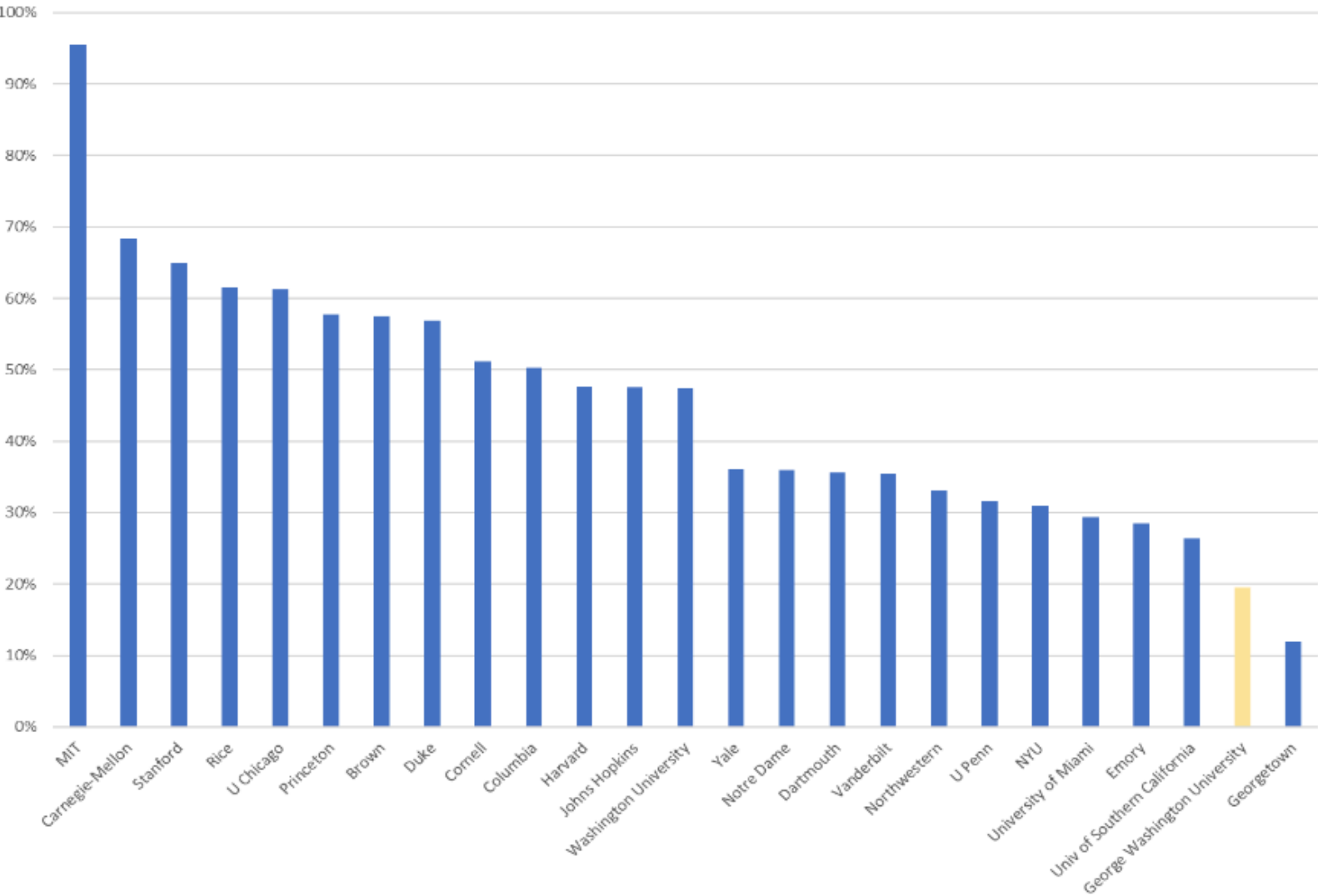
GW Undergraduate Enrollment Over Time



Full-Time Undergraduate On-Campus Enrollment (Fall 1999-Fall 2018)

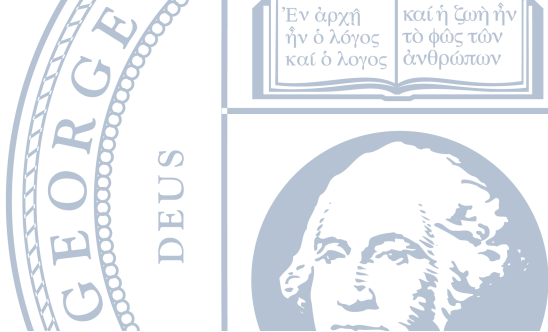


GW Awards Fewer STEM Degrees



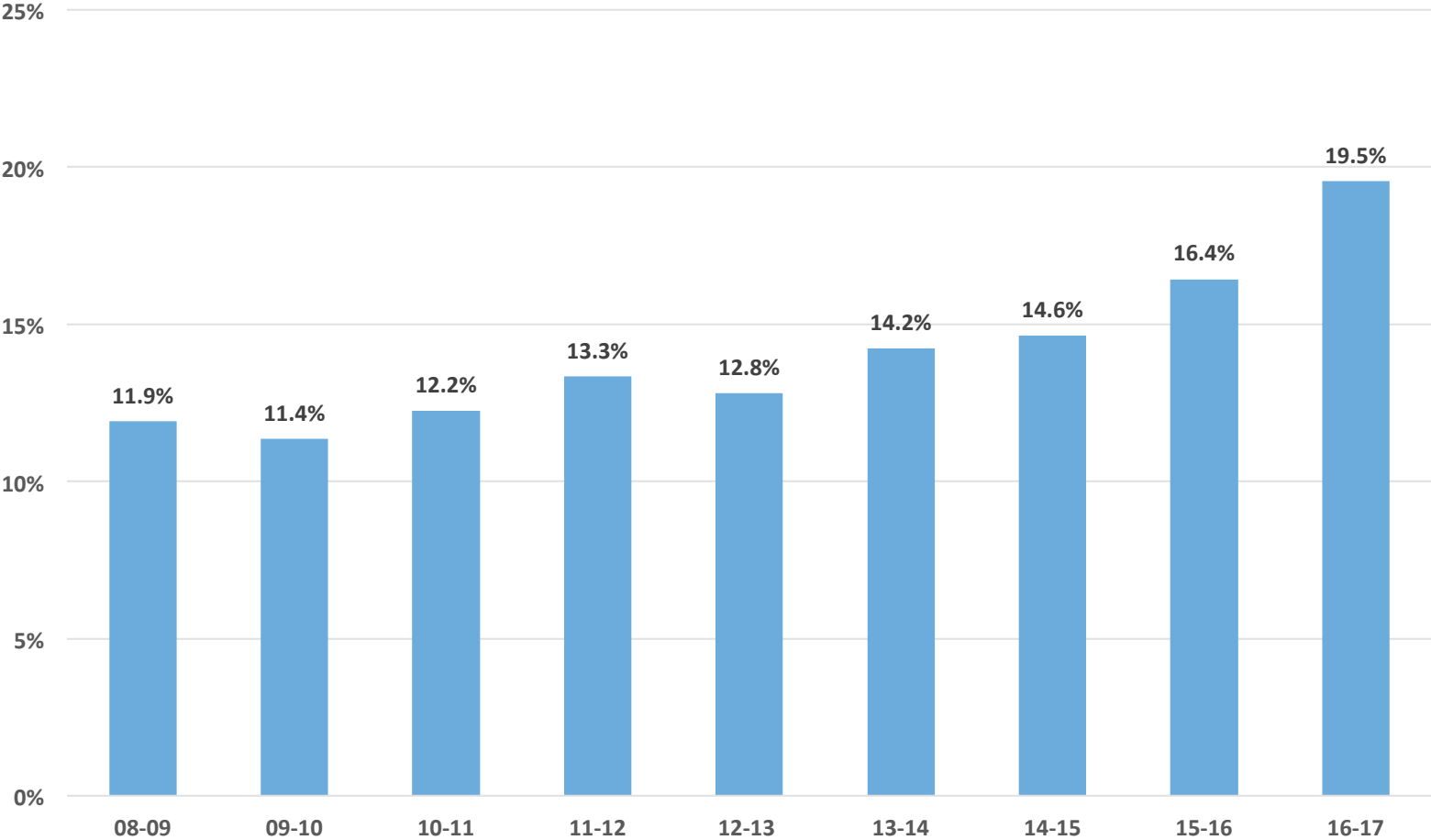
Percentage of Bachelor's Degrees Awarded in STEM Fields: GW Compared to Peers and Aspirational Schools (2016-17)

Source: IPEDS, National Center for Education Statistics



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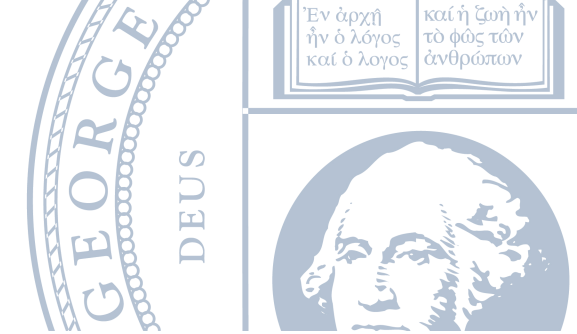
GW STEM Degrees Have Increased Organically



GW Percentage of Bachelor's Degrees Awarded in STEM Fields (2009-2017)

Source: IPEDS

Models Tested Admissions Trade-Offs



- The Committee on Strategic Enrollment:
 - Reviewed multiple scenarios that illustrated the impact of potential changes to the make-up of the first-year class.
 - Considered the many trade-offs that are inherent in admissions to inform its conversation.
 - Did **not** approve a specific model to implement these changes.

Financial Impact of Reducing Undergraduate Enrollment



Undergraduate Enrollment Reduction	10% Reduction	20% Reduction	30% Reduction
Projected Tuition Revenue Impact	Approximately \$32 million	Approximately \$64 million	Approximately \$96 million

- The board determined that a 20% reduction would properly balance the goals of: enhancing the student experience, responding to projected demographic changes and appropriately managing the financial impact.

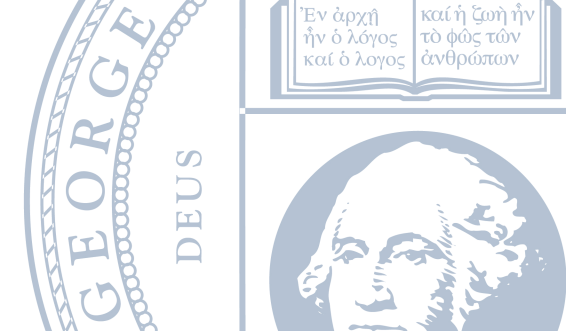
Fall 2020 Target First-Year Class



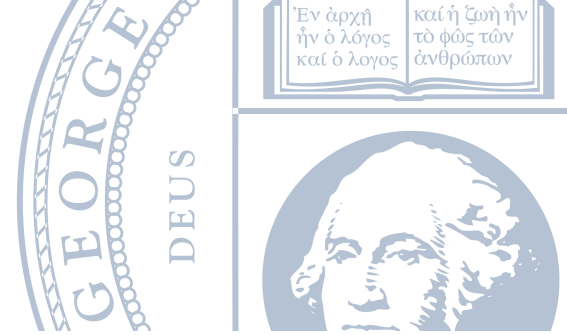
- Total Undergraduate Enrollment: 10,100
- Class Size: 2,550 (*2,250 regular fall students, 300 transfer*)
- Diversity: 22.9% (*underrepresented minority; same as fall 2019*)
- STEM: 26% (*increase from 23.55% in fall 2019*)
- Aggregate Financial Impact: Less than \$3 Million (*estimate*)

Implementation

- Enrollment management is complex, involving trade-offs across many dimensions. Every year, there are adjustments based on many factors.
- Changes over time are gradual, based on prior year experiences.
- To provide guidance on implementing the undergraduate and STEM enrollment targets, Provost Blake is forming a committee, which will include deans and faculty recommended by the Faculty Senate.
- The committee will provide recommendations to the High-Quality Undergraduate Education Strategic Planning Committee.



Engagement



- Planning committees continue to seek input.
- Interim reports are coming January 24 for university community feedback.
- Submit comments and questions anytime at **strategicplan.gwu.edu**.




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GWSPH MISSION

We advance population health, wellbeing, and social justice locally, nationally, and globally by:

- *Applying public health knowledge to enhance policy, practice, and management;*
- *Conducting rigorous, basic, applied, and translational research; and*
- *Educating the next generation of public health leaders, policy makers, practitioners, scientists, advocates, and managers.*

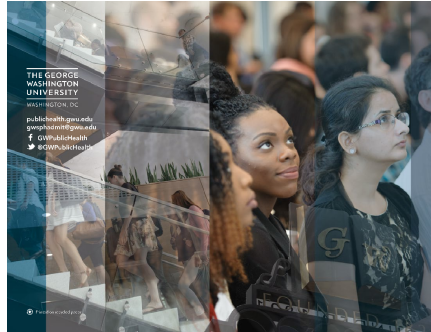


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GWSPH VISION



Healthier and safer communities powered by public health.

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GWSPH VALUES

- *Achieving excellence in all of our endeavors;*
- *Promoting a culture of service that respects the contributions of all members of our community;*
- *Embracing social justice and diversity as we work to realize health equity for all individuals and communities, however they are identified;*
- *Aspiring to innovative, ethical and evidence-based policy, research, practice, management, and pedagogy; and*
- *Engaging in sustainable practices that promote healthy environments.*



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ACADEMIC DEPARTMENTS

- Biostatistics and Bioinformatics
- Environment and Occupational Health
- Epidemiology
- Exercise and Nutrition Sciences
- Global Health
- Health Policy and Management
- Prevention and Community Health

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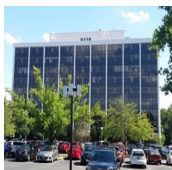
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CAMPUS FOOTPRINT



GW SCIENCE & ENGINEERING HALL



BSC



Computational
Biology Institute

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950 NEW
HAMPSHIRE AVE

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Progress Since 2011

- \$80 M Redstone/Milken gift
- New Building
- Growth in academic programs and research



CA⁺HME.
Commission on Accreditation
of Healthcare Management Education



**RANKED #12 - BEST PUBLIC
HEALTH GRADUATE
PROGRAMS**
**RANKED #12 - MHA
PROGRAMS**

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Progress Since 2011: Education


- BS PH Nutrition
- BS + MPH PH
- Online MPH, MHA, & MS Programs
- New MPH Tracks
 - Global Environmental Health
 - Public Health Nutrition
 - Global Epidemiology
- New PhD Programs
 - Epidemiology
 - Social and Behavioral Sciences in PH
 - Health Policy
 - Environmental Health
- Joint MD + MPH
- Online Short Courses
- Summer Institutes

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GWSPH STUDENTS



Current On Campus Graduate Programs



Avg Undergrad GPA 3.4

Avg Grad GPA 3.8

Avg Q GRE 47%

Avg V GRE 66%

Avg Age 27

Percent Diverse 43%

Percent Female 80%


Undergrad 1st Gen 13%

44 States

24 Countries

International 4%

Current Online Graduate Programs



Avg Undergrad GPA 3.2

Avg Grad GPA 3.4

Avg Q GRE 40%

Avg V GRE 61%

Avg Age 33

Percent Diverse 59%

Percent Female 76%

Undergrad 1st Gen 26%

49 States

15 Countries

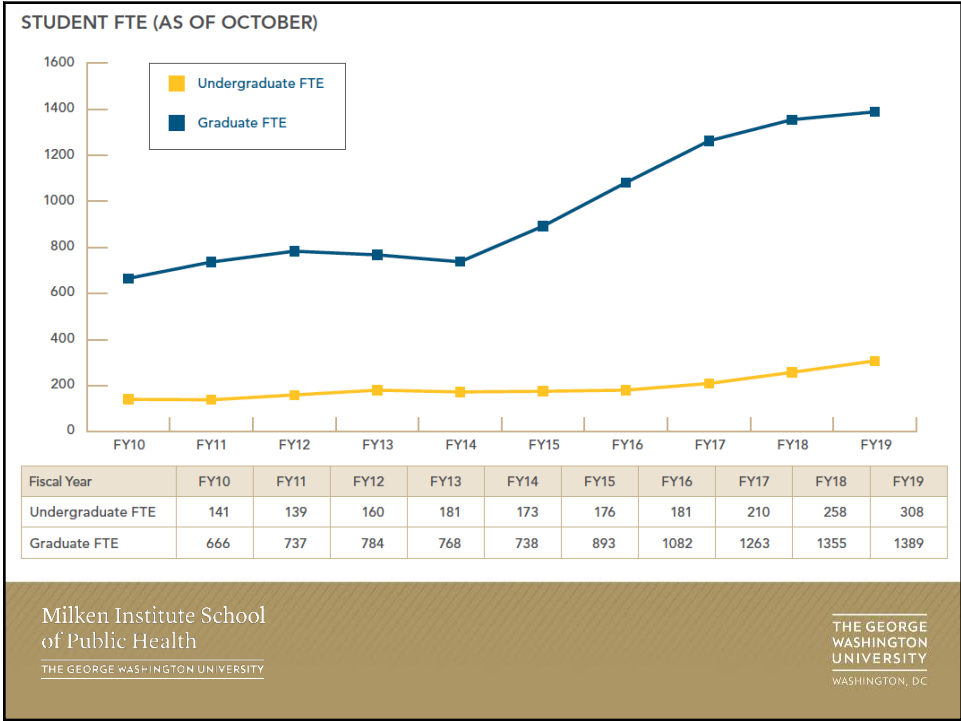
International 3%

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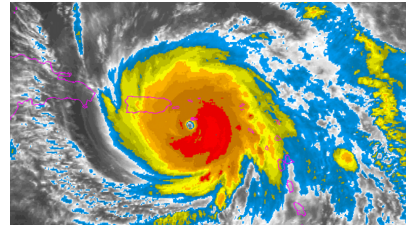
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Progress Since 2011: Research

- PH Laboratories in SEH
- Biostatistics Center moved to SPH
- GW Cancer Center Associate Director
- Research Facilities
 - Biostatistics and Epi Consulting Service
 - Genomics
 - Computational Biology
 - Exercise and Nutrition Assessment Labs
 - BSL-3
 - Insectary

8/28/2018: Milken Institute School of Public Health estimates excess deaths due to Hurricane Maria and offers next steps to protect the most vulnerable communities

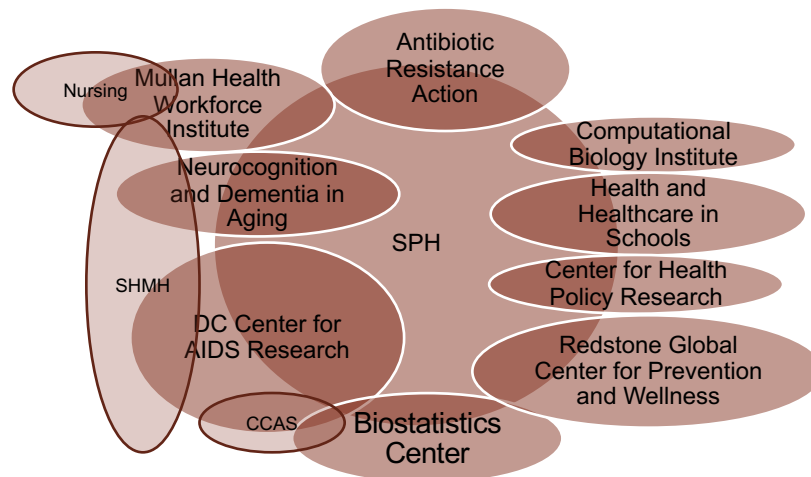


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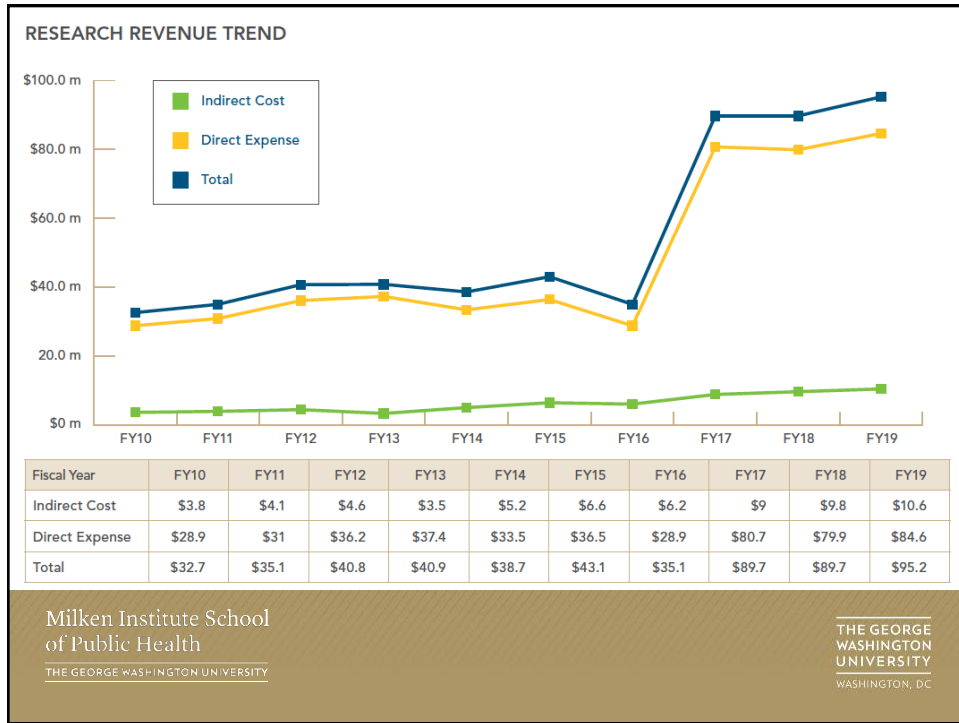
Institutes and Centers



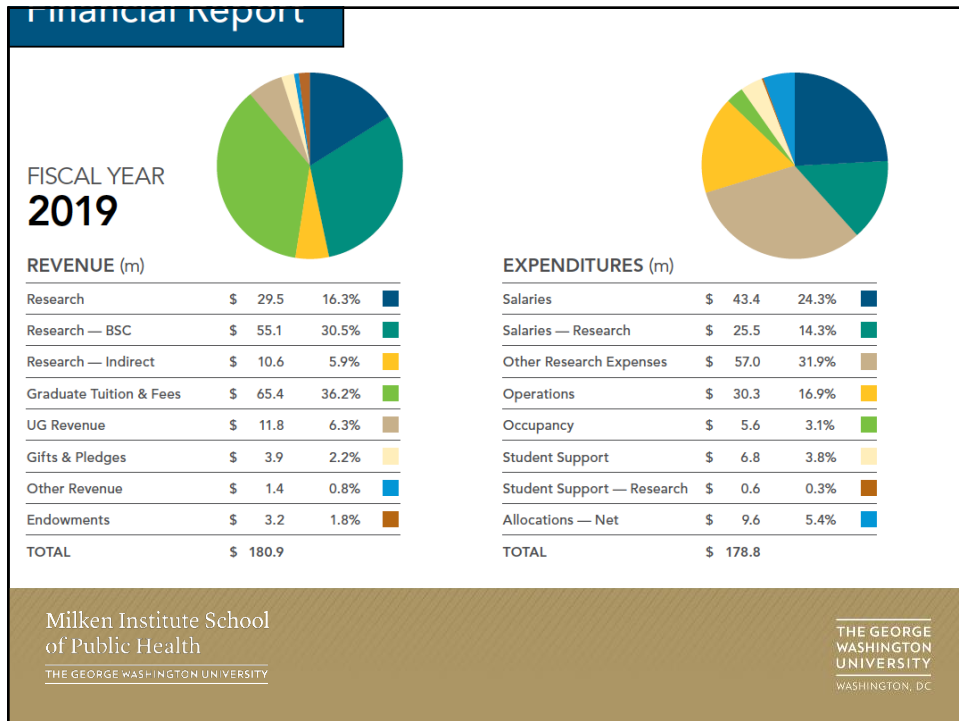
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QUESTIONS AND DISCUSSION



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FACULTY SENATE COMMITTEE ON APPOINTMENTS, SALARIES AND PROMOTION POLICIES (ASPP)

ASPP Committee Response to Faculty Assembly Petition Points dated October 6, 2019

Here is the ASPP Committee response to the Faculty Assembly Resolutions dated October 6, 2019 regarding the proposed reduction in undergraduate enrollments and potential elevation of 10 doctoral programs to national preeminence level.

- a) GW faculty need a voice in the decisions being made as well as transparency in the process, as required by the Faculty Code. We also need to keep the needs of our students in mind and possibly add undergraduate programs in data management and data skills.
- b) GW needs to ensure that increase in STEM areas do not cause a decline in faculty appointments in humanities and other non-STEM areas. This concerns not only regular faculty hires but also part time and specialized faculty hires.
- c) While the number of undergraduates in five schools (CCAS, ESIA, GWSPH, SB, SEAS) increased by 1284 (13.81%) over 5 years between 2013 and 2018, the number of regular full time faculty increased only by 15 (1.82%) [See attached Table]. When we increase enrollments in STEM areas, we must ensure that the numbers of tenured lines also increase commensurately.
- d) The criteria for the selection of 10 or so doctoral programs that will be elevated to national preeminence level ought to be publicly described and discussed so the selection and vetting process is, and seen to be, unbiased. GW must ensure that the other existing doctoral programs are not simply allowed to wither thereby reducing the diversity of graduate offerings at GW?

Here is the ASPP committee's response to the resolutions of Faculty Assembly:

RC1: *"Did the adoption of the strategic plan of increasing the ratio of STEM majors and significantly decreasing undergraduate enrollment properly follow recognized principles of shared governance?"*

ASPP Committee Response: GWU did not properly follow the principles of shared governance as the 20% decrease came down from the Board of Trustees.

RC2: *“What is the total cost (past and future) of the Culture Initiative? How much money has and will be spent to hire outside consultants including the Disney Institute? Did the Disney Institute culture survey and focus groups use objective methods as recognized in peer-reviewed scientific literature produced by fields specializing in survey design and qualitative interviewing? Are the results of the culture survey and focus group scientifically valid?”*

ASPP Committee Response: Not known. We do not have any of this information.

RC3: *“What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors by 50%? Who specifically at GWU and who specifically from outside were involved in these decisions? What was the logic that supported these decisions? If outside consultants were involved in these decisions, how were they chosen, how much were they paid, what data was provided to the consultants, and what did the consultants report?”*

ASPP Committee Response: We have no knowledge.

RC4: *“As no objective and responsible research process involves starting with conclusions, should the charges of the each of the five strategic planning committees (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research, Strategic Planning Task Force) be amended to include the following charges: 1. What is the best size of the undergraduate student body for delivering on the University mission to promote high quality education and high impact research? 2. Is there in fact an ideal ratio of STEM majors to the entire undergraduate population? If so, how should it be determined, and what should it be? 3. Given that "the mission of the George Washington University is to educate individuals in liberal arts, languages, sciences, learned professions, and other courses and subjects of study, and to conduct scholarly research and publish the findings of such research," and that "the university is committed to recruiting, admitting and enrolling undergraduate and graduate students drawn from varying backgrounds or identities throughout all schools and departments," what impact will changing the student body's size and composition have on the curricular, research, and diversity and inclusion missions of the university? 4. How can GWU produce high impact research that does not require its faculty to conduct team-based scholarship? In which instances does top-down mandates for team research undermine creativity and impact?”*

ASPP Committee Responses:

1. **Best size:** We have no idea.
2. **STEM ratio:** This information is probably available somewhere but we don't know.
3. **Impact:** This needs to be determined. ASPP committee supports the mission of the university.

4. Team based research: The premise is unclear. What stops team-based research?

RC5: *“Should the four strategic planning committees appointed by the President (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research) report their findings to the Faculty for approval and / or amendment before these reports are sent to the Strategic Planning Task Force or the GWU administration?”*

ASPP Committee Responses: Yes. The timeline for the strategic planning committees is being modified currently.

Respectfully Submitted

Murli M. Gupta, Chair, ASPP Committee
November 22, 2019

Enrollments and Faculty Size (2012-2019)

Undergraduate Enrollments and Faculty Size 2012-2019 updated								
FT Ugrad enrollments data				Faculty data				
Residential schools				Residential schools				
CCAS, ESIA, GWSPH, SB, SEAS				CCAS, ESIA, GWSPH, SB, SEAS				
Source: Cheryl Beil (November 7, 2019)				Source: Cheryl Beil (November 7, 2019)				
Year	FT Ugrad Population	Annual Change	% change	Regular Faculty size (TT+NTT)	Annual Change	% change	Specialized Faculty size	Part time Faculty size
2012	9488			794			45	1122
2013	9296	-192	-2.02%	822	28	3.53%	49	1004
2014	9489	193	2.08%	850	28	3.41%	49	953
2015	9805	316	3.33%	835	-15	-1.76%	50	945
2016	9963	158	1.61%	829	-6	-0.72%	59	928
2017	10256	293	2.94%	826	-3	-0.36%	65	949
2018	10580	324	3.16%	837	11	1.33%	70	962
2019	10199	-381	-3.60%	Data not available			Data not available	Data not available
5 year Change between 2013 and 2018	1284	13.81%		15	1.82%		21	-42



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RESEARCH UPDATE

ROBERT H. MILLER, Ph.D.
VICE PRESIDENT FOR RESEARCH

December 13, 2019


THE GEORGE WASHINGTON UNIVERSITY

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RESEARCH UPDATE

PRESENTATION OUTLINE

- Overview of OVPR
- GW Research Initiative
 - Selected Accomplishments
 - Research Ecosystem Review and Response
- Research Impact
 - Highlights of Non-Sponsored Research
 - Sponsored Research Metrics
- 2020 Focus



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RESEARCH UPDATE

MAJOR COMPONENTS OF OVPR

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- Strategic Programming and Communications
- Sponsored and Non-Sponsored Research
- Research Integrity
- Technology Commercialization*
- Innovation & Entrepreneurship
- Industry & Corporate Research
- Core Facilities
- Special Programs
- International Research

**Reports to Faculty Affairs*

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RESEARCH UPDATE

RESEARCH STRATEGIC INITIATIVE: GOALS

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- Ensure that researchers have the support and flexibility they need to focus on their research and scholarship
- Enhance GW's research and scholarly reputation and promote the discoveries and innovations made by the university community
- Align the research and academic enterprises
- Enrich the educational experience of GW students by increasing opportunities to work and publish with faculty

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RESEARCH UPDATE

RESEARCH STRATEGIC INITIATIVE: SELECTED ACCOMPLISHMENTS

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- Procurement of new electronic research administration tool is underway
- Streamlined and clarified administrative processes to increase efficiency and decrease administrative burden
 - New electronic systems in research compliance
 - Guidance to clarify responsibilities in review of proposals
- Enhancements to PI Dashboard
- Opened GW Innovation+Entrepreneurship Lab
- **Sustained increase in funding and implemented enhancements to intramural grant programs**

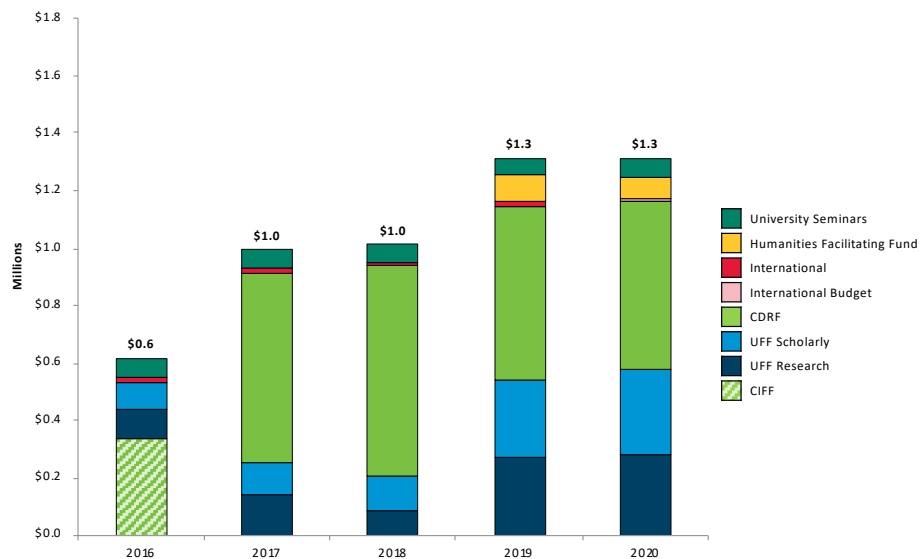
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RESEARCH UPDATE

INTRAMURAL FUNDING PROGRAMS

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RESEARCH UPDATE

RESEARCH STRATEGIC INITIATIVE: SELECTED ACCOMPLISHMENTS

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- ▶ Procurement of new electronic research administration tool is underway
- ▶ Streamlined and clarified administrative processes to increase efficiency and decrease administrative burden
 - ▶ New electronic systems in research compliance
 - ▶ Guidance to clarify responsibilities in review of proposals
- ▶ Enhancements to PI Dashboard
- ▶ Opened GW Innovation+Entrepreneurship Lab
- ▶ Sustained increase in funding and implemented enhancements to intramural grant programs
- ▶ **Launch of GW Student Research Commons**

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RESEARCH UPDATE

GW STUDENT RESEARCH COMMONS

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The screenshot shows the GW Student Research Commons website. The header includes the GW logo and 'Student Research Commons'. Below the header is a search bar and a 'Filters' button. The main content area displays 'RESEARCH JOBS (PAID POSITIONS) (18)' and a grid of four job listings. Each listing includes a photo, a title, a brief description, and a 'More' button.

Job Title	Location	Eligibility
Student Research Specialist III	VA Science & Tech Campus / Virtual	Graduate
Computer Engineer for Office of Research Excellence (ORE)	Foggy Bottom Campus	Graduate
Graduate Research Assistant/Data Analyst		Graduate
Student Research Assistant II - IEP	Foggy Bottom campus	Graduate

- ▶ **researchcommons.gwu.edu**
- ▶ Central location for student research opportunities
- ▶ Guidance for posting research internships is available on the OVPR website: **go.gwu.edu/mentoredresearch**
- ▶ Academic Year 2019-2020 is pilot year

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RESEARCH UPDATE

RESEARCH STRATEGIC INITIATIVE: SELECTED ACCOMPLISHMENTS

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- Procurement of new electronic research administration tool is underway
- Streamlined and clarified administrative processes to increase efficiency and decrease administrative burden
 - New electronic systems in research compliance
 - Guidance to clarify responsibilities in review of proposals
- Enhancements to PI Dashboard
- Opened GW Innovation+Entrepreneurship Lab
- Sustained increase in funding and implemented enhancements to intramural grant programs
- Launch of GW Student Research Commons
- **Research Ecosystem Review**

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RESEARCH UPDATE

RESEARCH ECOSYSTEM REVIEW: OVERVIEW

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- Phase I working groups completed work
 - Pre-award processes
 - Post-award processes
 - Research integrity and compliance
 - Non-sponsored research and scholarship
- Phase II working groups launched
 - Workforce development
 - Big-data and high-performance computing infrastructure
 - Resource allocation
 - Operation and utilization of shared facilities
- Phase II reports to President in February 2020

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RESEARCH UPDATE

RESEARCH ECOSYSTEM REVIEW: 84 PHASE I RECOMMENDATIONS

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Completed/
Completed
with continual
monitoring

In process

Requires
prioritization
or clarification

Highlighted Responses

- ▶ Earlier launch of intramural programs to report funding decisions sooner
- ▶ Hired research integrity staff for critical quality control and compliance functions
- ▶ New electronic research administration (eRA) tool will address at least 12 recommendations

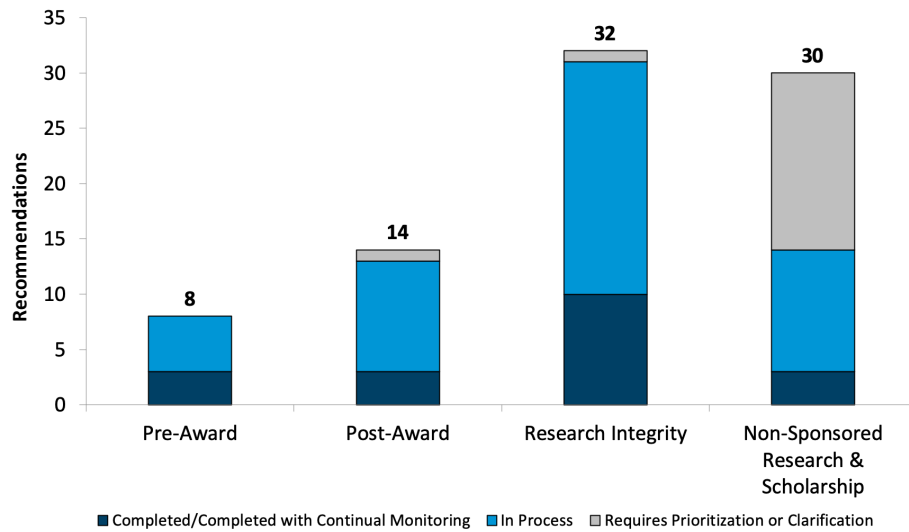
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RESEARCH UPDATE

RESEARCH ECOSYSTEM REVIEW: PHASE I RECOMMENDATIONS (BY WORKING GROUP)

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■ Completed/Completed with Continual Monitoring ■ In Process ■ Requires Prioritization or Clarification

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RESEARCH UPDATE

RESEARCH STRATEGIC INITIATIVE: SELECTED ACCOMPLISHMENTS

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Core Facilities

- Anticipating recommendations pertaining to core facilities as part of Phase II Ecosystem Review working group
- GW Biorepository is online and available to all GW investigators
 - Collection of more than 100,000 biospecimens related to HIV/AIDS associated malignancies
 - Accredited by the College of American Pathologists
- Vivarium and associated research facilities
 - New facility opened in Science and Engineering Hall
 - Proposed upgrades to facilities in Ross Hall

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RESEARCH UPDATE

RESEARCH STRATEGIC INITIATIVE: SELECTED ACCOMPLISHMENTS

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Entrepreneurship

- 11,465 participants in trainings and activities (2016-19)
- 250+ new ventures created (2017-2019)
- GW teams in I-Corps and teams in New Venture Competition have more than doubled since 2016

Technology Commercialization

- Patents filed on GW inventions have doubled since 2014
- Royalties from GW-developed drug were monetized; funds are supporting academic priorities

Collaborations with Industry and Corporate Partners

- Signed six teaming agreements with industry partners
- Developed and submitted large cross-disciplinary proposal with leading government contractor

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RESEARCH UPDATE

RESEARCH STRATEGIC INITIATIVE: SELECTED ACCOMPLISHMENTS

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Research Workforce Development

- ▶ Anticipating recommendations from Phase II Ecosystem Review working group
- ▶ Launching an office for postdoctoral affairs in early 2020
- ▶ Enhancing support for undergraduate research by coordinating with Provost, GW Libraries and Academic Innovation and Office for Student Success
- ▶ **Enhancements to university-wide research event in 2020**

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RESEARCH UPDATE

GW RESEARCH SHOWCASE

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- ▶ **Tuesday, April 7, 2020**
- ▶ One-day event open to all disciplines
- ▶ Primary location in Charles E. Smith Center
- ▶ New programming in addition to poster presentations
- ▶ New partners to engage more GW and external audiences
- ▶ Additional school-based opportunities to celebrate and recognize research and scholarship

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RESEARCH UPDATE

NON-SPONSORED FACULTY RESEARCH & SCHOLARSHIP

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Select Faculty Honors and Awards

- ▶ Prof. Gusterson awarded a Guggenheim Fellowship (CCAS)
- ▶ Profs. Bowie, Cline and Page awarded Fulbright awards for lecturing/research in 2019
- ▶ Profs. Blecher, Khoury and Chapman receive American Council of Learned Societies (ACLS) fellowships in 2018
- ▶ Profs. Liang and Sorger selected as Presidential Early Career Award for Scientists and Engineers (PECASE) recipients (SEAS)
- ▶ Prof. Teich awarded lifetime membership in AAAS (ESIA)
- ▶ Prof. Kurtzman spent 2019 on Capitol Hill as a Robert Wood Johnson Foundation Health Policy Fellow (SON)
- ▶ Prof. Hoffman selected as the 2019 Society for Consumer Psychology Fellow (GWSB)

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RESEARCH UPDATE

NON-SPONSORED FACULTY RESEARCH & SCHOLARSHIP

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Publications, Scholarly Output and Creative Works

- ▶ >3,300 GW-authored publications in Scopus, a database of scientific data and literature (2018)
- ▶ 227+ creative works by CCAS faculty (2018-2019)
- ▶ ~50 law review articles; 3 new casebooks and 7 new editions of casebooks by GW Law faculty
- ▶ 89+ books by CCAS faculty (2018-2019)
- ▶ 35+ books and 26+ book chapters by ESIA faculty (2018-2019)

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RESEARCH UPDATE

NON-SPONSORED FACULTY RESEARCH & SCHOLARSHIP

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Research Impact

- GW Law School ranked 11th in academic impact among U.S. law schools
- Five faculty in “Top Economist” rankings (ESIA)
- Dean Feuer was ranked among top scholars who move ideas from academic journals to the national conversation (GSEHD)
- Prof. Aguinis named to annual list of highly-cited researchers (GWSB)

Libraries and Academic Innovation (YTD 2019)

- 1,182 research consultations
- 256 research tool workshops
- 6,555 students received in-class instruction

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RESEARCH UPDATE

STUDENT RESEARCH & SCHOLARSHIP

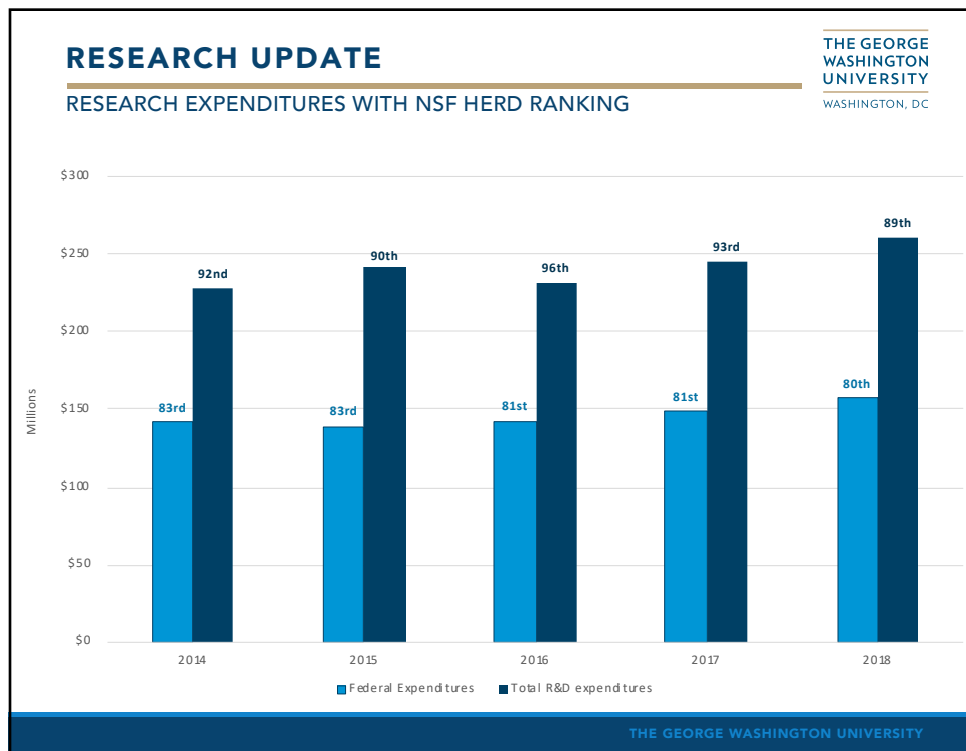
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Undergraduate and Graduate Research

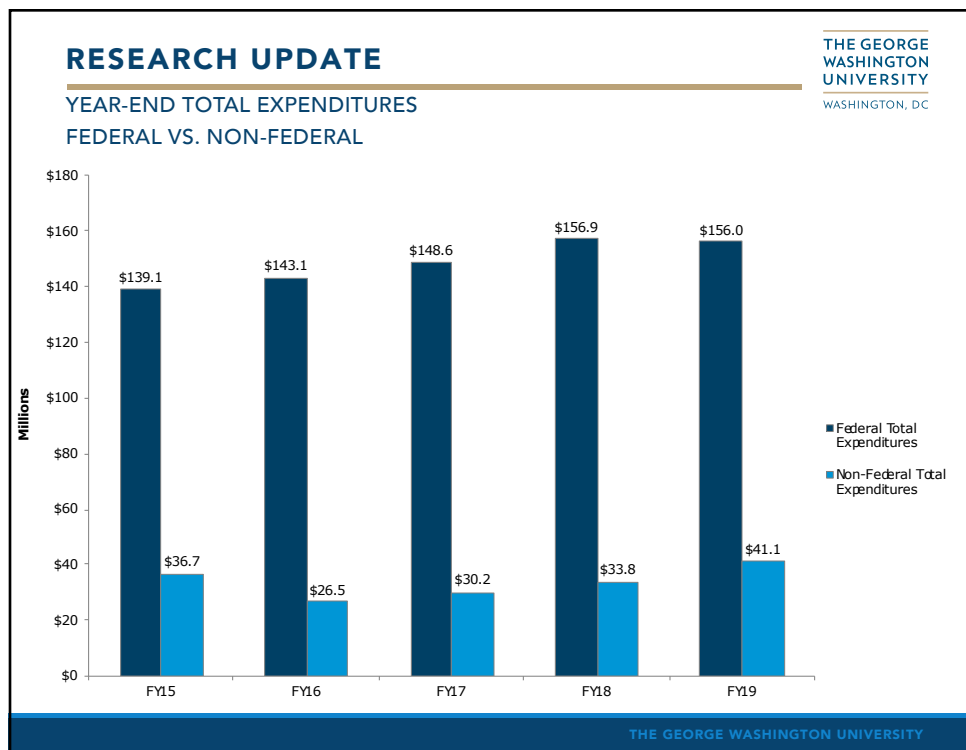
- Three undergraduate Goldwater Scholars (2019)
- 11 student Fulbright scholars; GW among top-producing Fulbright institutions
- GW Research Days 2019
 - 619 total participants
 - 191 undergrad
 - 215 graduate students
 - 194 unique research mentors on Day 1
 - 212 unique research mentors on Day 2
- SEAS R+D Showcase
 - ~130 participants

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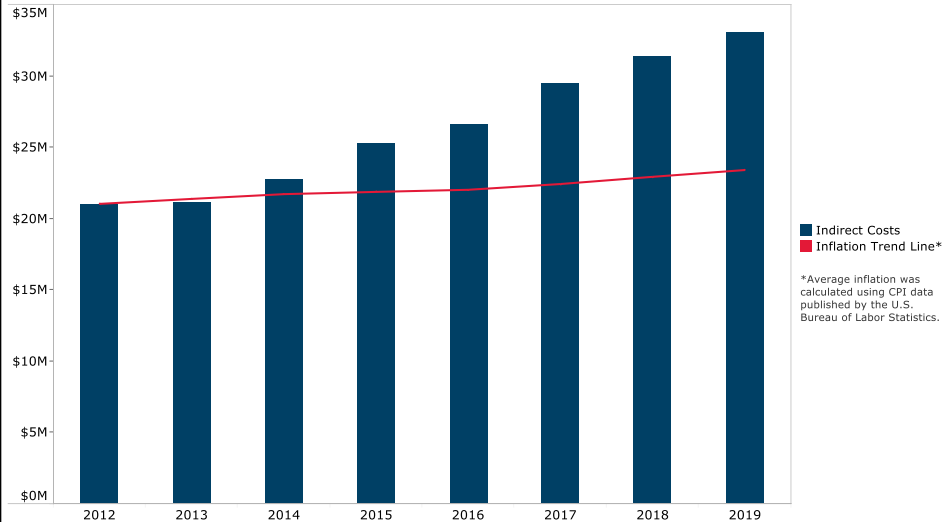


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RESEARCH UPDATE

INDIRECT COSTS BY YEAR WITH INFLATION TREND LINE FISCAL YEARS 2012–2019

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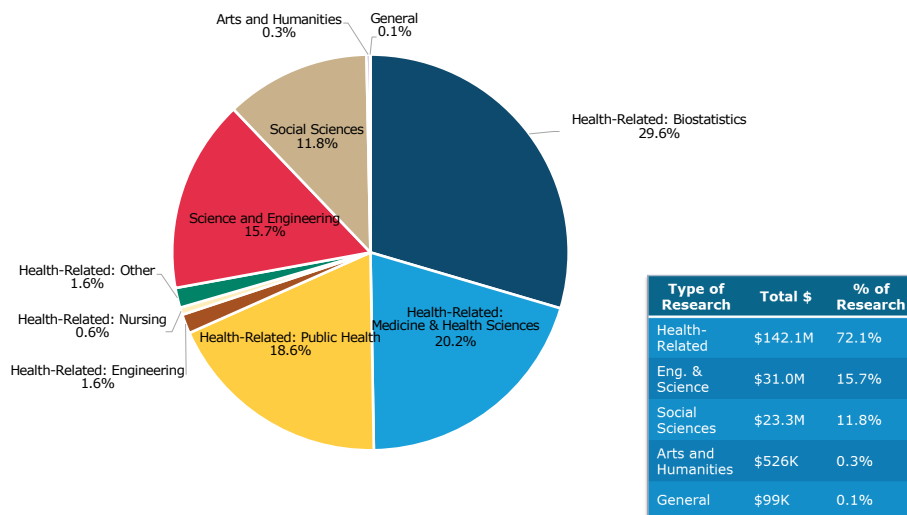
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RESEARCH UPDATE

TOTAL EXPENDITURES BY TYPES OF RESEARCH FISCAL YEAR 2019

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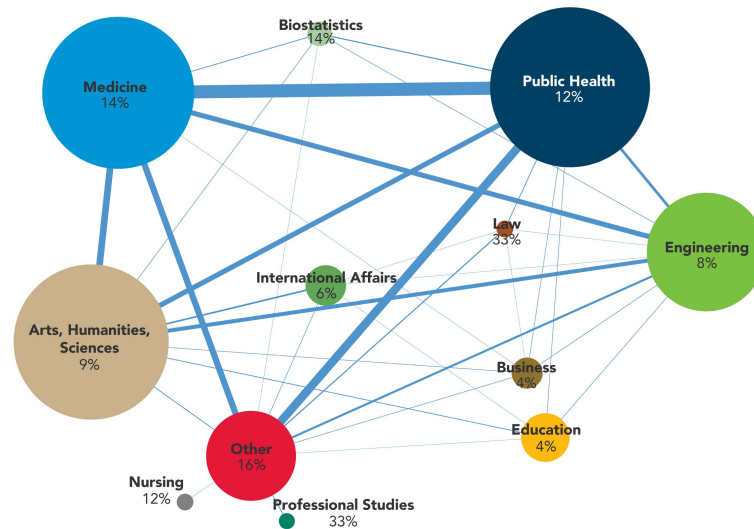
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RESEARCH UPDATE

CROSS-DISCIPLINARY RESEARCH

RELATIONSHIP AMONG SCHOOLS FOR PROJECTS WITH CROSS-SCHOOL PIs

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RESEARCH UPDATE

2020 FOCUS

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- Implementation of ecosystem review recommendations (Phase I and II)
- Student research and workforce development
- Expanding support for non-funded research and scholarship
- Integrating current clinical practice into research enterprise
- Further promote multidisciplinary and collaborative research
- Research enhancement services and support
- Alignment of research mission with strategic planning processes

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RESEARCH UPDATE

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Thank you

THE GEORGE WASHINGTON UNIVERSITY

6 October 2019

As stated in the Faculty Code, faculty may petition to add items to the Assembly Agenda and the Assembly may direct the Faculty Senate.

<https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2019/02/Faculty-Organization-Plan-v3-2017-z76h5u.pdf>

Article 2. section 3. Part A.
SECTION 3. MEETINGS

(a) A regular meeting of the Assembly shall be held at least once during the academic year. 1 A regular meeting may be called by the President, by request of the Senate, or by the petition of twenty or more members of the Assembly; and **the agenda as prepared by the President shall include any matter requested by the Senate or the Executive Committee of the Senate, or by petition of fifteen or more members of the Assembly.** The call of a regular meeting shall contain the time, place, and agenda of the meeting; and it shall be mailed not later than the tenth day preceding the day of the meeting.

And Article 2, section 4.2.

Functions of the assembly:

..."The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly."

Accordingly, we the undersigned request the following six (6) items be placed on the agenda of the regular 2019 meeting of the Faculty Assembly.

1. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: *"Did the adoption of the strategic plan of increasing the ratio of STEM majors and significantly decreasing undergraduate enrollment properly follow recognized principles of shared governance?"* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting and c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

2. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What is the total cost (past and future) of the Culture Initiative? How much money has and will be spent to hire outside consultants including the Disney Institute? Did the Disney Institute culture survey and focus groups use objective methods as recognized in peer-reviewed scientific literature produced by fields specializing in survey design and qualitative interviewing? Are the results of the culture survey and focus group scientifically valid?”* Given answers to these questions, the Senate and each of the four committees mentioned above shall evaluate the return on investment for monies spent on the Culture Initiative. The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

3. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors by 50%? Who specifically at GWU and who specifically from outside were involved in these decisions? What was the logic that supported these decisions? If outside consultants were involved in these decisions, how were they chosen, how much were they paid, what data was provided to the consultants, and what did the consultants report?”* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

4. Given the faculty’s exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“As no objective and responsible research process involves starting with conclusions, should the charges of the each of the five strategic planning committees (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research, Strategic Planning Task Force) be amended to include the following charges: 1. What is the best size of the undergraduate student body for delivering on the University mission to promote high quality education and high impact research? 2. Is there in fact an ideal ratio of STEM majors to the entire undergraduate population? If so, how should it be determined, and what should it be? 3. Given that "the mission of the George Washington*

University is to educate individuals in liberal arts, languages, sciences, learned professions, and other courses and subjects of study, and to conduct scholarly research and publish the findings of such research," and that "the university is committed to recruiting, admitting and enrolling undergraduate and graduate students drawn from varying backgrounds or identities throughout all schools and departments," what impact will changing the student body's size and composition have on the curricular, research, and diversity and inclusion missions of the university? 4. How can GWU produce high impact research that does not require its faculty to conduct team-based scholarship? In which instances does top-down mandates for team research undermine creativity and impact?" The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

5. Given the faculty's exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: *"Should the four strategic planning committees appointed by the President (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research) report their findings to the Faculty for approval and /or amendment before these reports are sent to the Strategic Planning Task Force or the GWU administration?"* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report their findings at a Senate meeting by November 8, 2019.

6. The Assembly directs the Chair of the Senate Executive Committee to call a special meeting of the Assembly between January 13, 2020 and January 24, 2020. The Agenda of that Assembly meeting shall include reports from the Senate and its committees to questions 1-5 above and the Assembly shall vote to approve or reject in separate votes.

Signatories:

1. Guillermo Orti, Dept. of Biological Sciences. gorti@gwu.edu
2. Jamie Cohen-Cole, Dept. of American Studies. jcohencole@gwu.edu
3. Bernard Wood, Dept. of Anthropology. bernardawood@gmail.com
4. Sarah Wagner, Dept. of Anthropology. sewagner@email.gwu.edu
5. Ivy Ken, Dept. of Sociology, ivyleighken@gmail.com
6. Harald Griesshammer, Dept. of Physics. hgrie@gwu.edu

7. Katrin Schulteiss, Dept. of History. k.schultheiss9@gmail.com
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12. Andrew Zimmerman, Dept. of History. azimmer@gwu.edu
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16. Erin Chapman, Dept. of History. echapman@gwu.edu
17. Masha Belenky, French Literature Program. belenky@gwu.edu
18. Katherine Larsen, University Writing Program. klarsen@gwu.edu
19. Kelly Pemberton, Religion, Women's, Gender, and Sexuality Studies. kpembert@gwu.edu
20. Jennifer James, Dept. of English. jcj@gwu.edu
21. Thomas A. Guglielmo, Dept. of American Studies. tgugliel@gwu.edu
22. Sara Matthiesen, Dept. of History. sara_matthiesen@email.gwu.edu
23. Joanna Spear, Elliott School of International Affairs. jspear@gwu.edu



Faculty Senate

A RESOLUTION TO AMEND THE BYLAWS OF THE FACULTY SENATE (20/4)

WHEREAS, Section 10 of the Bylaws of the Faculty Senate lists the names of the Standing Committees of the Faculty Senate; and

WHEREAS, Section 10 of the Bylaws for the Faculty Senate provides for the establishment of a number of standing committees, in accordance with Article III, Section 5(a) of the Faculty Organization Plan; and

WHEREAS, since 1990, the Faculty Senate has amended Section 10 of the Bylaws on five occasions in order to update the listing of standing committees; and

WHEREAS, it now seems desirable to amend Section 10 of the Bylaws in order to restate the names of the standing committees of the Faculty Senate so that those names will conform to the current practice of the Faculty Senate; **NOW, THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That Section 10 of the Bylaws of the Faculty Senate be amended by removing “Admissions Policy, Student Financial Aid, and Enrollment Management”;
2. That Section 10 of the Bylaws of the Faculty Senate be amended by removing “Faculty Development, Including Academic and Administrative Support”; and
3. That Section 10 of the Bylaws of the Faculty Senate be amended by adding “and Technology” to “Educational Policy.”

Executive Committee of the Faculty Senate
November 22, 2019

Adopted by the Faculty Senate
December 13, 2019



Faculty Senate

**A RESOLUTION TO REQUEST THE CHAIR OF THE FACULTY SENATE
EXECUTIVE COMMITTEE TO CALL A SPECIAL MEETING OF THE FACULTY
ASSEMBLY (20/5)**

**BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON
UNIVERSITY**

That in view of the change in the calendar for the strategic plan, the Senate requests the Chair of the Faculty Senate Executive Committee to call a Special Meeting of the Faculty Assembly in February 2020.

Executive Committee of the Faculty Senate
November 22, 2019

Adopted as amended by the Faculty Senate
December 13, 2019



Faculty Senate

A RESOLUTION TO ESTABLISH A SPECIAL COMMITTEE (20/6)

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the Senate establishes a Special Committee on Matters included in the Faculty Assembly Petition. This Committee is charged with preparing a Report on the first five items of the Petition. The Report is due on February 3, 2020, and shall be placed on the Agenda of the February 14, 2020 Faculty Senate meeting. If the Report is approved by the Faculty Senate, the Report, as endorsed by the Senate, shall be placed on the Agenda of the first Faculty Assembly held after February 14, 2020; and
2. If this Resolution is approved by the Senate, the Senate shall proceed to take nominations or self-nominations of Senate members to serve on this Special Committee. The Senate will then vote to approve the membership of the Special Committee. Following that vote, the Senate will take nominations for the Chair of the Special Committee from among the Faculty serving on the Committee. If more than one nomination is received, the Senate shall vote on the Chair. If no person receives a majority of the votes, the nominee having the lowest number of votes shall be dropped, and the ballot shall be conducted again until a Chair is elected with a majority of the votes of Senate members voting.

Executive Committee of the Faculty Senate
November 22, 2019

Adopted as amended by the Faculty Senate
December 13, 2019



A RESOLUTION ON INVOLVEMENT OF FACULTY AND ITS ELECTED REPRESENTATIVES IN SHAPING STRATEGIC PLANNING (EDUCATION POLICY & TECHNOLOGY COMMITTEE) (20/7)

WHEREAS, the Faculty Organization Plan stipulates in Article 2, section 4.2.... “The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly”; and

WHEREAS, the Assembly met on October 22, 2019 and by voice vote approved a petition calling for Senate action, through four of its committees and through the Senate as a whole on six items related to the culture initiative and strategic planning process; and

WHEREAS, the fifth of the six items approved by the Assembly at its October 22, 2019 meeting reads “Given the faculty’s exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: “Should the four strategic planning committees appointed by the President (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research) report their findings to the Faculty for approval and /or amendment before these reports are sent to the Strategic Planning Task Force or the GWU administration?” The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report their findings at a Senate meeting by November 8, 2019”; and

WHEREAS, the third of six items approved by the Assembly at its October 22, 2019 meeting reads The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors by 50%? Who specifically at GWU and who specifically from outside were involved in these decisions? What was the logic that supported these decisions? If outside consultants were involved in these decisions, how were they chosen, how much were they paid, what data was provided to the consultants, and what did the consultants report?”* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same

webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020; and

WHEREAS, on July 9, 2019 GW Today reported that the strategic planning decisions had been based on information from “outside experts on topics ranging from redefining the urban research university to building distinguished graduate programs to promoting faculty scholarship and research impact.” <https://gwtoday.gwu.edu/message-president-leblanc-strategic-planning-process>; and

WHEREAS, AAUP guidelines direct universities to secure meaningful faculty input and approval and oversight before implementing changes to policies related to general education, curriculum, research, subject matter of instruction, institutional policies on student admissions;¹ **NOW, THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the strategic planning committees for World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High Impact Research should each report their findings to each of the following committees: (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, and (d) Research for comment, input, and/or endorsement before these reports, with comments and/or input from the Senate and its committees attached as a part of the reports, are sent to the Strategic Planning Task Force and/or the GWU administration;
2. That the Strategic Planning Task Force submit its report to the Faculty Senate and each of the following committees (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, and (d) Research for approval, or amendment, or disapproval before submitting its report, as potentially amended by the Senate and its committees, to the President and Board of Trustees;
3. On behalf of the Faculty, the Educational Policy and Technology Committee requests information from the President on the strategic planning process that was undertaken

¹ **AAUP Statement on Government of Colleges and Universities**

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”

“With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process”

<https://www.aaup.org/report/statement-government-colleges-and-universities##4>

starting in 2018 and which has not already been released by the President and Administration including

- a. What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors to 30%?
 - b. Who specifically at GWU, including faculty, was involved in these decisions?
 - c. Which outside experts (firms, names of partners, and names of individuals who worked on the project for GWU) were involved in these decisions?
 - d. What was the evidence used by GWU administration and by outside consultants to support recommendations to increase STEM and decrease undergraduate student enrollment?
 - e. How were the outside experts chosen? Was it a bid process? Which firms were not chosen? What analysis indicated that GWU experts including the Senate Committees could not conduct this analysis?
 - f. What were the specific sources of the data provided to the consultants and how were they utilized in the decision process?
 - g. What data did the consultants use to evaluate impacts on student body diversity, retention rates, and tuition discounts?
 - h. What were the consultants' specific outputs—i.e., how did they report their findings?
4. And that through the above-listed paragraphs of this resolution, the Faculty Senate affirms its position that the strategic planning initiative must not in any way adversely affect the following elements critical to GWU and its student body: diversity; financial aid; the quality of student experience; and the quality of its academics.

Educational Policy and Technology Committee
of the Faculty Senate
November 6, 2019

Adopted as amended by the Faculty Senate
December 13, 2019



A RESOLUTION ON INVOLVEMENT OF FACULTY AND ITS ELECTED REPRESENTATIVES IN SHAPING STRATEGIC PLANNING (RESEARCH COMMITTEE) (20/8)

WHEREAS, the Faculty Organization Plan stipulates in Article 2, section 4.2.... “The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly”; and

WHEREAS, the Assembly met on October 22, 2019 and by voice vote approved a petition calling for Senate action, through four of its committees and through the Senate as a whole on six items related to the culture initiative and strategic planning process; and

WHEREAS, the fifth of the six items approved by the Assembly at its October 22, 2019 meeting reads “Given the faculty’s exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: “Should the four strategic planning committees appointed by the President (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research) report their findings to the Faculty for approval and /or amendment before these reports are sent to the Strategic Planning Task Force or the GWU administration?” The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report their findings at a Senate meeting by November 8, 2019”; and

WHEREAS, AAUP guidelines direct universities to secure meaningful faculty input and approval and oversight before implementing changes to policies related to general education, curriculum, research, subject matter of instruction, institutional policies on student admissions;¹ **NOW, THEREFORE**

¹ AAUP Statement on Government of Colleges and Universities

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the strategic planning committees for World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High Impact Research should each report their findings to each of the following committees: (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, and (d) Research for comment, input, and/or endorsement before these reports, with comments and/or input from the Senate and its committees attached as a part of the reports, are sent to the Strategic Planning Task Force and/or the GWU administration; and
2. That the Strategic Planning Task Force submit its report to the Faculty Senate and each of the following committees: (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, (d) Research, and e) Appointment, Salary, & Promotion Policies for approval, or amendment, or disapproval before submitting its report, as potentially amended by the Senate and its committees, to the President and Board of Trustees;

Research Committee of the Faculty Senate
November 1, 2019

Adopted as amended by the Faculty Senate
December 13, 2019

“With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process”

<https://www.aaup.org/report/statement-government-colleges-and-universities###4>



Faculty Senate

A RESOLUTION ON SHARED GOVERNANCE (20/9)

WHEREAS, the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB) jointly issued a directive stating:

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”

“With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process;”¹

WHEREAS, the Faculty Organization Plan stipulates in Article 2, section 4.2.... “The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly”;

WHEREAS, the Assembly met on October 22, 2019 and by voice vote approved a petition instructing the Senate to act and report, through four of its committees and through the Senate as a whole on six items related to the culture initiative and strategic planning process;

WHEREAS, the first of the six items approved by the Assembly at its October 22, 2019 meeting reads “The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: *“Did the adoption of the strategic plan of increasing the ratio of STEM majors and significantly decreasing undergraduate enrollment properly follow recognized principles of shared governance?”* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting and c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify

¹ <https://www.aaup.org/report/statement-government-colleges-and-universities>

each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020”;

WHEREAS, President LeBlanc announced on July 9, 2019, a plan to reduce undergraduate enrollment by 20% and to change the composition of the student majors and therefore to alter the curricular program of the university;²

WHEREAS, the Senate, and in particular its Educational Policy Committee, have in the past consistently been informed and consulted about intended changes in policy, prior to action;

WHEREAS, the university administration and Faculty Senate have in the past consistently taken deliberate, considered, and collaborative action to select the level of undergrad undergraduate enrollment of 2018-19 and previous years as the proper and right size;

WHEREAS, such information and consultation did not precede President LeBlanc's announcement of the plan to reduce undergraduate enrollment by 20% and to change the composition of the student majors;

WHEREAS, these plans were initiated immediately, affecting enrollments for 2019-20 and admissions for the subsequent year;³

WHEREAS, hereas, neither the Faculty Assembly nor the Faculty Senate as a whole nor Faculty Senate committees were consulted for information, approval, or oversight prior to formulating or implementing the reduction and recomposition of the student body;

WHEREAS, the strategic planning committees of faculty, staff, and students were formed only after formulation of strategic plans of reducing the student body and increasing STEM majors;⁴

WHEREAS, the strategic planning committee on High Quality Undergraduate Education has a charge so narrow it must assume as a given the reduction in the size of the student body and increase in STEM majors;⁵

WHEREAS, the narrowness of this charge prevents the strategic planning committee from providing input, information, or oversight on the reduction in the size of the student body and increase in STEM majors;

WHEREAS, the Faculty Organization Plan, Article III, Section 1 (4) states that the Senate itself shall “be the Faculty agency to which the President initially presents information and which

² <https://gwtoday.gwu.edu/message-president-leblanc-strategic-planning-process>

³ “Ed Gillis, who was [tapped](#) in August as the interim vice provost for enrollment management, said the drop in undergraduate enrollment is the result of the intentional [effort](#) to reduce the size of the student body in accordance with LeBlanc’s plan.”

<https://www.gwhatchet.com/2019/11/07/enrollment-falls-for-first-time-in-six-years-in-first-step-of-planned-20-percent-cut/>

⁴ <https://gwtoday.gwu.edu/strategic-plan-committee-members-announced>

⁵ See appendix A.

he consults concerning proposed changes in existing policies or promulgation of new policies”;

WHEREAS, President LeBlanc, in the September 13, October 11, and November 8, 2019 Senate meetings stated he “reserved the right to be rational” about reduction in the size of the student body and increase in STEM majors;

WHEREAS, acting rationally requires changing or not initiating plans if data indicates the plan to be harmful;

WHEREAS, President LeBlanc promised that changes to the undergraduate student body will not cause diversity to go down “one iota;”⁶

WHEREAS, despite such promises no existing data and no model and no budget available to the Faculty Senate or its committees indicates that GWU can, over a four year horizon, simultaneously reduce the size of its student body, increase STEM majors, maintain its commitment to academic excellence, and maintain its commitment to student diversity in terms of ethnicity, race, sex, gender, cultural background, national background, and socioeconomic status without severely undermining the budget of the university;⁷

WHEREAS, President LeBlanc was asked as recently as the November 8, 2019 Senate meeting to pause the plans to reduce undergraduate enrollment by 20% and change the composition of the student majors; and

WHEREAS, on November 8, 2019, President LeBlanc, reiterated a commitment to neither delay nor alter his plan to reduce undergraduate enrollment by 20% and to change the composition of the student majors and therefore to alter the curricular program of the university; **NOW, THEREFORE**,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- 1) That the adoption and implementation of plans to reduce the size of the student body and to increase the ratio of STEM majors violates established principles of shared governance.
- 2) That merely informing the faculty of plans does not constitute shared governance.
- 3) That including the Chair of Senate Executive Committee in strategic planning discussions shall not be understood as sufficient, on its own, to constitute shared governance.
- 4) That shared governance requires meaningful input and oversight by the Senate as a whole, by Senate Committees other than the Executive Committee, by faculty other than the Chair of the Senate Executive Committee, and in cases of strategic planning, by the Faculty Assembly itself prior to implementation or announcement of major initiatives.

⁶ <https://gwtoday.gwu.edu/faculty-president-leblanc-discuss-strategic-plan-objectives-process>

⁷ See Appendix B

- 5) That information concerning potential enrollment and/or budgetary changes associated with the strategic plan that are provided to the strategic planning committees for World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research and to the Strategic Planning Taskforce be simultaneously made available to each of the following Faculty Senate committees: (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, (d) Research and (e) Appointments, Salary, and Promotion Policy Committee (ASPP).
- 6) That President LeBlanc's commitment to diversity is to be applauded.
- 7) That the Faculty Senate calls on the university to expand academic excellence, and to increase diversity on each measure of student diversity in terms of ethnicity, race, sex, gender, cultural background, national background, and socioeconomic status.
- 8) That the administration should take the rational course of action and accordingly immediately put on hold all plans to reduce enrollment and increase STEM until such time as a valid model that demonstrates its plans are budget neutral or better, and under which each diversity indicator does not go down "one iota" is both available and accepted through recognized processes of shared governance.

Guillermo Orti
Daniel Schwartz
Ioannis Eleftherianos

19 November 2019

APPENDIX A: Charge to the Strategic planning committee on High Quality Education

<https://strategicplan.gwu.edu/guidance-strategic-planning-committees>

Charge to the Committee:

Under the assumption of a residential undergraduate population of 8400 students, of which 30% ultimately complete a STEM major, develop a strategy with measurable outcomes to attract and retain a high-quality student body, and recommendations for the educational opportunities that we should provide to our students. The process for determining the strategy for high quality undergraduate education should involve consideration of two key elements: (1) a high-quality undergraduate student body, and (2) a high-quality and distinctive undergraduate education. A baseline set of comparative benchmarking data will be provided to the committee with regularly reported items on undergraduate education in order to inform the committee's final recommendations. The committee's recommendations should adhere to the structure outlined below, include goals and initiatives by responding to the questions embedded within, and suggest metrics and resources required to achieve the goals.

1. **Principles**

Provide overarching guidance to be considered and adhered to in addressing the charge to the committee.

2. **Goals**

Based on these principles, and in response to the guiding questions below, establish the goals and define specific initiatives to realize the goals.

- High-quality undergraduate student body
- How do we define, recruit, retain, and graduate a high-quality student body?
- Beyond financial aid strategies, what programs, facilities, and experiences should we exploit or develop to attract and retain this high-quality student body?
- High-quality and distinctive undergraduate education
- How do we expand our offerings in STEM education to attract more STEM majors and to provide STEM educational opportunities to all students?
- How do we make the many distinctive educational opportunities available at GW (including the professional schools) accessible to every student?
- How do we use our location to create academic offerings and opportunities that are available at no other institution?

3. **Metrics**

Determine metrics to measure progress toward achieving the goals for undergraduate education under this strategic plan.

4. **Resources**

List all resources required, including assumptions, to achieve the goals for undergraduate education.

APPENDIX B:

FALL 2019 AND SIMULATING FUTURE ENROLLMENT, Presented by the Provost, October 24, 2019

ACHIEVING 2100 STUDENTS

MAXIMIZING STEM; TRADE-OFF BETWEEN QUALITY AND \$\$

THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON, DC

	BASLINE/GOAL*	(1A) 2100: MAX STEM then PROFILE	(1B) 2100: MAX STEM then NTR	(1C) 2100: STEM if ACRK>7 then NTR
ENROLLMENT FACTS				
	#####	#####	Delta	#####
Admit	10746	10607	(139)	9227
Matric	2550	2100	(450)	2100
Yield	23.7%	19.8%	-3.9%	22.8%
STUDENT CHARACTERISTICS				
ACRK (Academic Quality)	4.46	3.6	(0.8)	5.2
NDRK (Financial Need)	2.69	3.4	0.7	2.4
STEM_Major	24%	45%	22.0%	45%
SOC_NoAsian	23%	20%	-2.5%	19.9%
male	37%	31%	-6.0%	39.7%
International	15%	6%	-8.6%	17.8%
Pell_Eligible**	15%	22%	6.6%	14.4%
SCHOOL BASED ENROLLMENTS				
CCAS	49%	53.6%	4.2%	54.2%
ESIA	20%	16.3%	-3.9%	12.3%
GWSB	14%	8.5%	-6.0%	12.1%
SEAS	10%	15.0%	5.4%	15.0%
GWSPH	6%	2.0%	-4.2%	6.4%
SELECTED FINANCIAL METRICS				
Tuition Discount	42.3%	57.6%	-15.4%	33.7%
Average Net Tuition	\$34,841	\$26,341	-\$8,499	\$39,765
Aggregate Net Tuition	\$88,843,629	\$55,312,234	-\$33,531,395	\$83,503,360
Aggregate Inst Grant	\$57,233,121	\$64,975,575	\$7,742,454	\$36,790,915
Good News (Summary)		STEM # (not quality); Pell Up; Academic Profile+	STEM # (not quality); Males +; \$\$ loss minimized	Academic Profile+; STEM # (and quality)
BAD News (Summary)		\$\$ Very Hard; Males-	Academic Profile Falls Significantly	Males-; \$\$ mid loss; Diversity-

*Data is based upon week of 9/10. **Pell eligible is based upon earned income.

CONCLUSION

- ▶ With a target enrollment of 2,100 first-years, we can enhance academic quality.
- ▶ Strategies that minimize weakest STEM students (ACRK=7) will enhance quality, but further distorts university's gender balance and preclude SEAS from growing if the applicant pool remains the same.
- ▶ The 2019 data suggests that reducing enrollment by 450 additional students and maintaining our academic profile will result in a loss of tuition revenue of approximately \$16M. Housing revenue is supplemental loss.
- ▶ There is no model that meets all enrollment objectives.
 - ▶ Need to decide what is the right compromise to make between enhancing academic profile, net tuition goals, diversity goals (including Pell and gender), and school balance.
- ▶ Four critical points about the 2020 and beyond cycles:
 - ▶ The 2019 enrollment patterns reflect who applied, an enrollment strategy designed to balance various objectives, econometric models based upon prior year patterns, the market, the economy and luck.
 - ▶ The 2020 pool will be different than the 2019 applicant pool.
 - ▶ If the economy becomes weaker (recession), all bets are off!
 - ▶ Changes being made (including investing in building applicant pool with additional name buys) will increase uncertainty in 2020.



FACULTY SENATE COMMITTEE ON APPOINTMENTS, SALARIES AND PROMOTION POLICIES (ASPP)

Interim Report (2019-2020)

The Faculty Senate Executive Committee (FSEC) proposed the following three items for us to consider this year:

- (a) Last year's task was to follow-up on retiree health benefits, including exploring options beyond GWU/Tower. Please provide a report on your activities in this area by the interim reporting period which is due in December.
- (b) Continue to participate in the Salary Equity process begun by the Provost's office and ensure that its regular annual cycle is implemented.
- (c) Explore ways to engage faculty in the fall roll out of the Culture Initiative.

Retiree Health Benefits

We formed a subcommittee including Professors Brian Biles, Susan LaLacheur, David McAleavey, Margaret Plack and Pradeep Rau. This subcommittee has had multiple meetings and have searched a variety of sources to obtain a better understanding of how GW's approach to retirees' health insurance stacks up against that of other universities, in particular against our market basket set of schools.

GW provides a retiree health insurance (RHI) benefit of \$200/month for eight years following a faculty person's retirement. This money is used to defray the cost of healthcare-related expenses; the money is handed over to a third-party organization, VIA, which pays authorized expenses directly and the unused funds carry over to later years. This RHI supplement, which appears to have been in place for more than twenty years, has never been adjusted for inflation. The ASPP committee will consider a proposal to ask GW to increase this amount annually, in line with standard increases to other benefits; and to eliminate the 8-year cut-off rule. This proposal will be considered in the new year and a resolution will possibly then be submitted to FSEC.

Salary equity process update

The Salary Equity Committee under Vice-Provost Bracey, has streamlined the salary equity review process, so that its completion now fits within the annual salary merit review process. Data on rank, department and years in rank were included, such that anyone falling one standard deviation below the mean in their class would be investigated further in cooperation with the deans. This year Medicine and Health

Sciences were not included though Health Sciences faculty will be included in future cycles after it was pointed out that their structure was more like CCAS and less like the MFA. Public Health and Nursing were reviewed: Out of 6 nursing outliers, two were adjusted; Out of 7 Public Health outliers, one was adjusted. The Law School has an ongoing equity evaluation. Vice-Provost Bracey gave a detailed presentation on this topic in November to the Faculty Senate.

Culture Initiative

Many of the faculty members had attended the OurGW events and reported being underwhelmed by this.

Health care costs

We continue to monitor the health care costs and the university contributions towards these costs. As in the past, the health care costs are going up faster (5%) than wages (3%), with inflation around 2% and the employer contributions have not caught up with costs.

Response to Faculty Assembly Resolutions

On an urgent request from FSEC, ASPP Committee members considered the Faculty Assembly Resolutions dated October 6, 2019 and provided our response regarding the proposed reduction in undergraduate enrollments and potential elevation of 10 doctoral programs to national preeminence level. The preliminary version of this document was circulated at the November meeting of Faculty Senate, and a committee response document will be available with the Agenda of the December Senate meeting.

Respectfully Submitted

Murli M. Gupta, Chair, ASPP Committee
December 4, 2019

Faculty Senate Committee on Athletics and Recreation

Interim Report 2019-2020

The Committee met on November 7, 1:00- 2pm.

Attending:

Patrick McHugh (Committee Chair/GWSB Associate Professor of Management)

Hugh Agnew (Faculty Senate Executive Committee Liaison/Professor of History and International Affairs)

Robert Baker (Program Head of Music & Theatre and Dance/Associate Professor of Music/Advisor, Colonial Brass)

George Glass (Undergraduate Student/GW Student Association/President George's Army)

Mark Hyman (GWSB Assistant Teaching Professor of Management)

Kurt Johnson (Professor of Anatomy and Cell Biology)

Tanya Vogel (Director, Intercollegiate Athletics)

Bev Westerman (Professor of Exercise and Nutrition Sciences, NCAA Faculty Representative on Athletics Council)

Due to an error on the part of the Committee Chair, Beth D. Tuckwiller (GSEHD) and Ashley Darcy-Mahoney (SON) were available but unable to connect to the meeting via a conference call.

Meeting Agenda

1. Welcome and Introductions
2. Student athletes and study abroad participation; what can be done to enhance the ability to participate in study abroad while maintaining their athletic commitments
3. Access to athletics and recreation facilities; what can be done to enhance access to facilities on all campuses
4. Possible items for future meeting topics
5. Any new business

Tanya Vogel reported that the Division of Recreation no longer reports to her.

In order to address the issue of access to athletics and recreation facilities, best to hear from Andre Julien, Senior Associate AD for Health & Wellness, who is an as an ex-officio member of the committee. He reports to Cissy Petty VP of Student Affairs and Dean of Students.

Robert Baker asked about the impact of the university-wide strategic planning process on Intercollegiate Athletics.

Tanya Vogel noted that she has discussed this with President LeBlanc and is in agreement with him regarding the important role of intercollegiate athletics at GW. To quote Vogel, “We are part of the entire university. We have to be part of strategic planning process.”

Vogel noted the importance of aligning the Department of Athletics strategic plan with the overall university strategic plan. She noted that Athletics is an important part of enrollment management and can be a tool to hit enrollment targets. For example, it may be important to know which sports teams have the most STEM majors. Vogel is a member of the High Quality Undergrad Education Committee.

The last Athletics strategic plan was completed in 2012. As President LeBlanc took office, Athletics was encouraged to defer work on a plan until the university-wide plan was completed. Therefore, the Athletic Department plans to engage in a strategic planning process following the conclusion of the university’s overall strategic plan.

Kurt Johnson asked about the role, if any, for this committee in the Athletics strategic planning process.

Tanya Vogel noted that this is an interesting question. How does this committee fit and what role does it play? What do we do with the Athletics Council? Does this committee and the Athletics Council work together?

Discussion then focused on the first agenda item Study Abroad for Intercollegiate athletes.

Tanya Vogel noted an NCAA study indicating that 78 per cent of athletes wish they’d had greater access to Study Abroad. She described challenges for student-athletes seeking to study abroad including: competition and training conflicts during Fall and Spring semesters; in some sports, summer training on campus, general demands of balancing athletics and academics.

Vogel described actions taken by GW Athletics to attempt to accommodate athletes seeking study abroad. Last year, Athletics worked with the study abroad office and the department of sociology to create a one-credit study abroad course. Broad parameters: Home stays abroad, come back and do follow up work on campus. Approved late last school year. This program will run for the first time in Spring/Summer 2020 to Vietnam. Fifteen students have expressed interest. There is strong donor interest in supporting these study abroad experiences for student athletes, thus fundraising for these initiatives is promising.

She also noted that GW Athletics does not provide athletic scholarships (aid) during study-abroad semesters. This GW policy, is similar to many other Division 1 programs.

Members of the committee pointed out the deterrence effect of this kind of policy on facilitating study abroad for scholarship athletes in particular.

Patrick McHugh asked whether the Athletics Department has bench marked itself on study abroad policies at other schools – particularly those in the A-10? It would be valuable to get information on how other schools in the A-10 provide support to encourage student athletes and study abroad both in terms of policies and the percentages of student athletes that complete a study abroad experience.

Additional helpful information would include: How many student athletes are here at GW? How many study abroad? How many scholarship athletes at GW? How many scholarship athletes study abroad?

Tanya Vogel indicated that GW Athletics will follow up with data and additional info.

Patrick McHugh noted that this data would be helpful in terms of understanding the current status, and if initiatives are put in place, how effective they have been in terms of advancing student athlete participation in study abroad.

George Glass asked about the number of hours that student athletes commit to sports in and out of season. Vogel explained “countable hours” vs. “real commitment” which can be much more.

Mark Hyman noted that some GW sports teams travel abroad for competition and exhibition games. There’s precedent for building courses around such trips. A course on The Business of Sports – Japan was open to basketball players and general student population during the men’s basketball team trip in Summer of 2016. This is another model for creating study abroad opportunities for student athletes.

Members of the committee seemed to agree that a multi-faceted approach with different options is perhaps the best way to expand study abroad options for student athletes. The Vietnam program is one model that if successful, could be expanded to other time periods, other abroad locations, and other disciplinary areas to better accommodate different sport schedules.

Patrick McHugh suggested some possible future agenda items/topics for the committee:

- a) Access to athletics and recreation facilities; what can be done to enhance access to facilities on all campuses?
- b) College admissions scandal and GW athletics program responses and actions
- c) Name, image and likeness compensation for college athletes and implications for GW

Interim Report
GW Faculty Senate Committee on Educational Policy and Technology
Submitted December 5th, 2019

The Committee on Educational Policy and Technology has met three times in Fall 2019, on September 23, October 19 and November 6. The final meeting of the semester is scheduled on December 6.

The first meeting on September 23 focused on a discussion around which topics the committee would like to address for the 2019-2020 academic year. A list of 10 potential topics was generated and the committee then gave feedback on prioritization. The prioritized list of the top 5 topics for the year is as follows

Topic 1

1. 20 percent reduction of undergraduates and 30 percent STEM transition –
1a. Pilot Plan Regarding Foreign Languages Proficiency Testing

Topic 2

2. Expanding Freshman Forgiveness

Topic 3

3. Student Experience Transition and Effectiveness of Initiatives

Topic 4

4. Code of Academic Integrity

Topic 5

5. Culture/ diversity in student support.

Topic 1 was addressed in the second meeting of the semester on October 19th. Interim Dean of Admissions and Provost Forrest Maltzman presented the committee with information regarding the admissions modeling that was conducted to examine potential ways to build an incoming class with a smaller number of students and a larger number of STEM majors. If we are dealing with a similar applicant pool, that priorities will need to be identified to build a class. Factors that will need to be considered are diversity, academic strength, and financial need.

The meeting held on November 6th focused on addressing the petition that was passed by the Faculty Assembly in October. At this meeting the committee generated and unanimously passed a resolution to the faculty senate to be discussed in the December Faculty Senate Meeting.

The December 6th meeting will focus on Topic 4, academic integrity and will also have an update from the Strategic Planning Committee on High Quality Undergraduate Education as well as further discussion of the petition passed by the Faculty Assembly.

Prepared by Jason M Zara on 12/5/19

Mid-year report of Library Committee
Friday December 13th 2019
Prepared by Holly Dugan, chair (hdugan@gwu.edu)

Voting Members:

Jack Davey (EISA)
Asefeh Faraz (SON)
Heather Hoffman (GWSPH)
Roger Lang (SEAS)
Maureen McGuire-Kuletz (GSEHD)
Ken Rodriguez (Law)
David Scalzitti (SMHS)
Rhona Schwindt (SON)
Andrew Smith (CCAS)
Puja Telikicherla (CPS)
Tanay Wetenhall (CCAS)

Non-Voting Members

Geneva Henry, Dean of Libraries
Anne Linton, Director of Himmelfarb Library
Rene Stewart O'Neal, Vice Provost for Budget and Finance
Scott Pagel, Director of Jacob Burns Law Library
Yannik Omictin, Undergraduate representative

The Library Committee has been assigned with three charges this year:

1. Building a research university-level collection
2. Monitor funding for subscription and replacement of lost fee revenue
3. Explore collaboration with the University Library Faculty Advisory Committee to ensure faculty input on questions of open access and intellectual property for online course development.

In October, the chair met individually with Dean Henry and Directors Linton and Pagel to discuss each of the charges and to learn more about how they apply to the individual libraries and to the library system as a whole. Based on these conversations, Dugan asked the committee to meet three times this year (November, January, April). We held the first meeting on November 13th.

1. Building a research university-level collection

The analysis of our library-spending (as detailed in the 2013 administrative review and in subsequent reports from this committee in the past six years) document that our library budgets are well below those of our peer institutions; at the same time, the costs of journal and database subscriptions have increased. In 2016, library staff members were laid off in order to protect and maintain the collection while still meeting the call to reduce expenses. These positions have not been replaced. As the university participates in strategic planning, our committee advocates for a fully-funded budget and fully-staffed library system in order to ensure that we maintain a research university-level library system.

2. Monitor funding for subscription and lost-fee revenue

The Board of Trustees's decision in 2018 to change the \$100 student library fee from opt out to opt in) resulted in a dramatic reduction in revenue last year:

- a. Fee revenue dropped from \$68,000 in 2018 to \$680 in 2019 (Jacob Burns Law Library);
- b. Fee revenue dropped from \$1.2 million in 2018 to approximately \$63,600.00 (Gelman Library);
- c. And in 2018-2019 only 15 medical students opted to pay the fee (Himmelfarb Library).

We support the change in the fee system. We ask that this shortfall be addressed in other ways. The Provost's office supplemented Gelman's budget by \$300,000 last year with a commitment to increase this to \$675,000 by 2022. While generous, these additional funds did not cover the loss in revenue, which continues to compound this year. Since these fees paid for furniture and care of the facilities, we expect there to be an impact to student experience of the library. All of our libraries are among the most heavily used buildings on campus.

The law school and the medical school have supplemented the budget to cover this shortfall and to ensure that the journal subscriptions and databases it paid for are still available to students, however this has resulted in cuts to their collections in less extensively-used areas (often linked to specialized, high-impact research).

3. Ensure faculty input on questions of open access and intellectual property for online course development.

To the best of our knowledge, the University Library Faculty Advisory Committee no longer exists. From what we can discern, however, there are a number of constituents who could help contribute useful information to this topic. Staff and faculty at the law school have extensive expertise in intellectual property; staff and faculty in the medical school are also well versed in online education, including embedding librarians into online courses. Holly Dugan will attend a Library Council meeting in January in order to explore collaboration opportunities with librarians on all three charges to the committee. The committee will continue to explore this topic, while also engaging with the broader role of the library system in conversations about the strategic plan.

Holly Dugan also asked Provost Blake and President LeBlanc to assign an ex-officio member to the committee from the Provost's office since Rene Stewart O'Neal is no longer at GWU.

Faculty Senate Committee on Physical Facilities
Interim Annual Report: (2019-2020)

The Physical Facilities Committee was reconstituted after a hiatus during the 2018-2019 academic cycle. The Committee met in the months of September and November.

The mission of the Physical Facilities Committee is to consider on behalf of the Faculty Senate, all matters affecting the physical facilities of the University. The goal of the Committee is to attempt to assure the physical facilities are appropriate to the execution of the mission of the University.

The following topics were discussed in the fall meetings:

- 1) Potential teaching space availability given the proposed reduction in the UG population (e.g. program/schools currently renting non-GW space may have additional on campus options).
- 2) Impact of Amazon moving to Northern Va. and effect on affordable housing for graduate and upper class students.
- 3) Security issues in Science and Engineering Hall related to open access building.
- 4) D. Dent reported on maintenance processes across campus. The Fixit work request and triage processes was reviewed. D. Dent will give a follow up presentation in future.
- 5) Future planning for breast feeding rooms and gender neutral bathrooms.
- 6) Lerner Health and Wellness Center use and maintenance needs discussion led by A Julien.

Action Items:

- Follow up is occurring related to security issues in SEH and planned campus maintenance.
- The 2007 Foggy Bottom Campus Plan is the latest plan that that is publically available on the GW website. GW is in the process of developing a strategic campus and facilities master plan. One of the PF committee members will serve as a faculty liaison in this process.

Respectfully submitted, Ellen Costello, Chair

Members include: Anne Markus, Elizabeth Amundson, David Dent, Meghan Foster, Linda Gallo, Carl Gudenius, avid Halliday, Andrew Julien, Terry Murphy, Laura Neuman, Rene Stewart O'Neal, Robert Sneed, Dan Ullman, Malinda Whitlow, Dan Wright

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Faculty Senate Research Committee

Standing Committee Annual Report

Members of the committee, Faculty Senate year 2019/20: McDonnell (Co-Chair), Sarkar (Co-Chair), Briscoe (Executive Committee liaison), faculty (voting): Applebaum, Cohen-Cole, Dowling, El-Ghazawi, Fernandes, Gabiam, Kay, Kumar, Kusner, Lambert, Leftwich, Medlej, Mylonas, Pan, Pintz, Roche, Sommers, Speck, Subiaul, Streitwieser, Tuckwiller, Zhou; postdoc: Bouarab (voting); student: Lahiri, ex officio (non-voting): ADRs Downie (CCAS), Freund (GSEHD), Korman (SEAS), Cornwell (ESIA), Hall (SMHS), Geiger-Brown (SON), Hyder (SPH), Regan, VP Research Miller, AVP Research Lohr, Provost Blake.

Meetings: The Faculty Senate Research Committee held monthly meetings on the first Friday afternoon of every month in SEH 2000. WebEx is offered for all members who cannot attend in person. The committee has met three times this year.

Research Ecosystem: After the successful completion of Phase I of the Research Ecosystem Review completed earlier this year, the Faculty Senate Research Committee has started Phase II of the review. As in Phase I, the objective is an examination of the Research Ecosystem; both in the present form and potential for development to support the University in its quest to be a global preeminent research institution. For this phase, the committee focused on four areas:

1. Shared Facilities: This group will examine what makes a facility a core/shared facility and how to best utilize/ maximize facility usage. Shared facilities include Nanofabrication and imaging center, the vivarium (animal facility), proteomics core, Division of IT (processing and storing data), genomics, pathology core lab, SMPA (studio), biosafety lab among others.
2. High-Performance Computing and Big Data Service Center: GWU has a Big Data Initiative and this group will examine what is working well with this initiative, what are the pain points, and proposed directions to enhance utilization.
3. Workforce Development: This group will have a particular focus on the HR classification system as it pertains to post-doc and developing the research workforce pipeline.
4. Resource allocation. This group will examine (space, funding) how intramural research monies are allocated.

Each area has been assigned to a working group consisting primarily of faculty members from all the schools/colleges. Each working group has established its goals and objectives of gathering input from the faculty belonging to all the schools and colleges. Three of the four working groups have completed their reports. Each working group will present their reports to the committee for discussion and input in January 2020.

A status report on the Phase I Review was presented by VP Research Miller listing the steps taken in response to the Phase I Report.

Resolution resulting from October 22 Faculty Assembly: The Faculty Senate Research Committee discussed the petition adopted in the Faculty Assembly and passed a resolution.

The High Impact Research Strategic Planning Group (Chairman Alan Greenberg) has updated the committee about their activities.

**The Faculty Senate Standing Committee on University Urban Affairs (UUA)
Interim Report 2019-2020**

**Submitted by: Shaista E. Khilji, Professor of Human and Organizational Learning &
International Affairs**

In Summer 2019, UUA was reconstituted with several new members under the leadership of a new Chair, Shaista E. Khilji. Throughout the Fall semester, new members have been added to the roster.

Current UUA Members include:

- Shaista Khilji, Chair (GSEHD)*
- Jeff Gutman, Faculty Senate Executive Committee Liaison (LAW)*
- Oluwatomi Adetunji (SEAS)
- Linda Cassar (SON)
- Jillian Catalanotti (SMHS)
- Amy Cohen (CCAS)
- Sarah Frasure (SMHS)
- Ina Gjikondi (CPS Staff)
- Matthew Hess (SON Staff)
- Karen Kesten (SON)
- Samantha Luna (CPS Staff)
- Angela McConnell (SMHS)
- Dave Milzman (SMHS)
- Stacia Moreno (SON)
- Damali Nakitende (SMHS)
- Anne-Marie O'Brien (SON)
- David Rain (CCAS)*
- Dan Schwartz (CCAS)*
- Rebecca Thessin (GSEHD)
- Margaret Venzke (SON)
- Jillian Wolons (GW Student Association)

*Faculty Senators

Committee Mission states:

The Committee on University and Urban Affairs helps foster continued good citizenship between The George Washington University and the greater Washington, DC metropolitan area. The University and Urban Affairs Committee serves as an ongoing catalyst for maximum efficiency in this area and prevents the duplication of effort between GW and the community itself. By affirmatively tracking GW's already allocated resources and initiatives, the University and Urban Affairs Committee "paints the big picture" of GW's community relationship and subsequently

provides the University with a valuable source of advice on continuous improvement and possible future endeavors.

The FSEC also identified the following goals for UUA:

1. Continue annual planning of programs to bring university faculty and administrators together with DC Government, citizen groups, and members of the Foggy Bottom community.
2. Explore ways for the university community to address the rising problem of income inequity and its effects on low income housing and homelessness in DC.

Committee Actions (Fall Semester 2019):

The Committee scheduled to meet once a month for the 2019-2020 academic year. Members have already met in Sept, Oct and Nov 2019.

Below is a snap shot of the ongoing activities that relate to aforementioned Committee Mission and goals:

- *Tracking GW's resources and initiatives to paint the big picture (Committee Mission):*
 - Committee members discussed the many challenges associated with tracking GW's resources and initiatives (for example, silos, ineffective communication, sometimes information overload, and absence of a central repository system), however, they also highlighted the importance of creating a centralized and coordinated database of GW's community engagement initiatives and events.
 - The Committee members crafted a new question, that could be included in the Lyterati system. We believe that this question would allow all GW faculty members to directly input their community engagement activities in the reporting system.
 - We have spoken with the Provost Office, and hope to present the question for possible inclusion in the Faculty Lyterati system.
Refer to the proposed question in *Appendix A*.
 - The Committee Chair reached out the custodian of GW Calendar. She is awaiting confirmation of a meeting to discuss possibilities of using the GW Calendar to identify GW community engagement activities, capture additional activities that may, otherwise, be going unreported.
 - UUA Members would disseminate GW Serve link and information among their colleagues to improve communication between GW faculty, students and DC community partners.
 - If supported, these actions can collectively assist GW administration with capturing the 'big picture' of GW resources through targeted reporting and better coordination of all activities at GW.
- *Planning of program to bring GW faculty, administrators with DC government, citizen groups and members of the FB community (Goal 1). Explore Ways for the university community to address the rising problem of income inequity and its effects on low income housing and homelessness in DC (Goal 2):*

- Based on member discussions/ interests and a careful review of goals 1 and 2, UUA has identified 3 projects for 2019-2020:
 - **Project 1- Housing Summit** at GW (led by Ina Gjokondi- CPS and Amy Cohen- CCAS): We are planning to co-host a housing summit in partnership with the DC Dept of Housing and Community Engagement. Expected to be held in Jan 2020 at GW.
 - **Project 2- University Seminar on “Advancing an Interdisciplinary View of Inequality”** (led by Anne-Marie O’Brien- SON): We are planning to submit a proposal for University Seminar funding. Due Date: June 2020.
 - **Project 3- Inequality Awareness Project** (led by Shaista E. Khilji- GSEHD): We are planning to organize a panel discussion focusing on the causes and impact of inequality. This event would be open to GW students and the wider DC community. Expected to be held in Jan 2020.

Please direct all inquiries to UUA Chair- Prof. Shaista E. Khilji at sekhilji@gwu.edu

Reviewed by: UUA Members

Appendix A

Proposed Lyterati Question

The Carnegie Foundation for the Advancement of Teaching describes Community Engagement as the collaboration between institutions of higher education and their larger communities (local, regional/state, national and global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Please list any teaching, research, and/ or service you have done with GW that meets the aforementioned definition of community engagement. Please make sure to provide name(s) of the partner organization(s) and describe any products of that activity.

Report of the Faculty Senate Executive Committee (FSEC)

December 13, 2019

Sylvia A. Marotta-Walters, Chair

Shared Governance

Since the last Senate meeting, shared governance activities of the FSEC have focused on responding to the October 22, 2019, petition from the Assembly, and on participating in the strategic planning committee open forum meetings. Today's agenda includes resolutions in response to the Assembly, and reports from each of the entities engaged in Strategic Planning. See below for specifics.

Actions of the Executive Committee

The FSEC is sponsoring three resolutions at today's meeting with the intent of promoting the faculty's role in shared governance during strategic planning. The resolutions address both Senate committees and university strategic planning committees.

The FSEC chair attended the University Leadership Council meeting and reported on Senate progress in meeting the terms of the Assembly's petition. The chair also served on two interview panels for high-level staff positions, to represent the faculty's voice in administrative hiring, and consulted regularly with President LeBlanc on the report he will be making at today's meeting. The chair was asked to provide information on updating the Ethics Policy for the university, which has not been revised since 2005. Changes to the policy will come before the Senate Committee on Professional Ethics and Academic Freedom (PEAF) once they are in draft form.

The FSEC was well-represented at the Welcome Reception for the new Provost, Brian Blake on November 12, 2019.

Faculty Role in Strategic Planning.

The FSEC created a webpage devoted to regular updates on activities and decisions made as the strategic planning process unfolds. Seven separate updates

have been posted, including outcomes of the November 8, 2019, Senate meeting, the proposed timelines associated with strategic planning, and a summary of the FSEC's decisions about agenda items for today's full Senate agenda. Please consult the webpage for the latest information in order to stay in communication in the interim periods between Senate meetings.

In addition to faculty participation in the four strategic planning committees, two FSEC members sit on the Strategic Planning Task Force, and were in attendance at the first task force meeting on November 21, 2019. Preliminary reports from each of the planning committees were shared, and updated reports from each chair will be presented to the full Senate at today's meeting.

Faculty Role on Strategic Initiative on Culture.

The strategic initiative on culture continues to roll out, with the completion of make-up training sessions for leaders at the university and the ending of training sessions for faculty and staff in mid-November. The training covered newly designed the university service framework. The Culture Leadership Team (CLT), which includes faculty, administrators, and staff, is studying how to conduct ongoing assessment of the outcomes of the initiative now that a sufficient number of university community members has completed training and begun implementation.

Faculty Role on Strategic Initiative on Research.

Today's Senate meeting includes a report from VP Miller, which will show how the Research Ecosystem Assessment will be included in the Strategic Planning Committee on High Impact Research. The Senate Research Committee also will put forward a resolution today on improving the flow of information between this committee and the university's strategic planning committees.

The second phase of the Research Ecosystem Assessment will continue with a report expected in early spring.

Faculty Personnel Matters

Grievances: There is one grievance in the School of Business, and one in the Columbian College.

Calendar

The next meeting of the Faculty Senate Executive Committee will be on December 20, 2019. As is our custom, all agenda items for the FSEC should be submitted one week prior to the scheduled meeting.